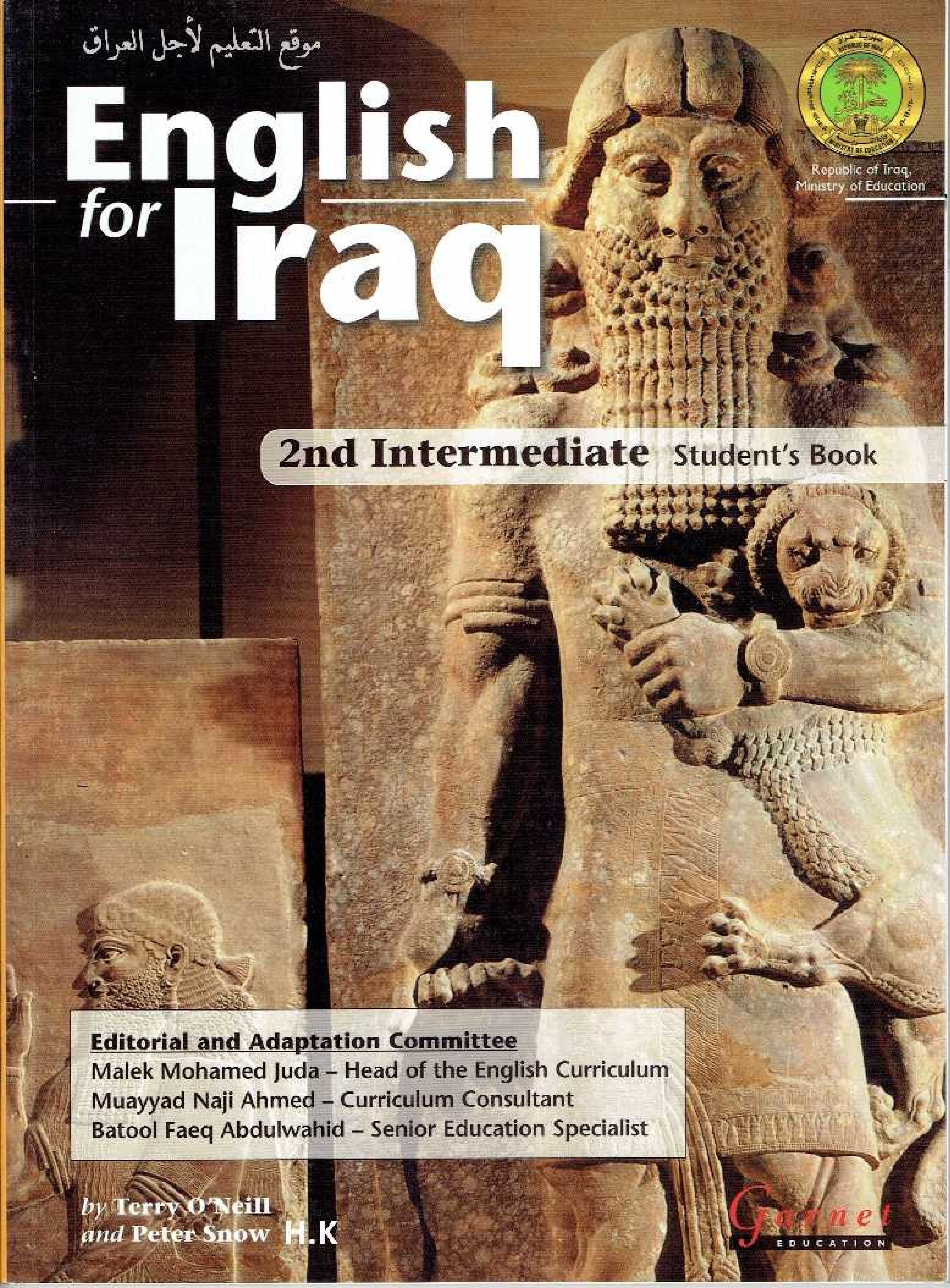

موقع التعليم لأجل العراق
English for Iraq
Republic of Iraq,
Ministry of Education
2nd Intermediate Student's Book
Editorial and Adaptation Committee
Malek Mohamed Juda – Head of the English Curriculum
Muayyad Naji Ahmed – Curriculum Consultant
Batool Faeq Abdulwahid – Senior Education Specialist
by Terry O'Neill
and Peter Snow
H.K
Garnet
EDUCATION

English for Iraq



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Book map

Unit	Lexical areas	Communicative activities
Unit 1 A school magazine	• Contents of a school magazine • Words related to creating a magazine • Adjectives describing personality	• Planning to start a class magazine. • Reading an episode of a story. • Filling in an application form.
Unit 2 Healthy lifestyle	• Keeping fit • Healthy eating • Common ailments	• Writing a limerick for the magazine. • Making *Get well* cards. • Reading an episode of a story. • Role-play: Ordering a meal. **Project 1: Summer camp**
Unit 3 Sports	• Names of sports and games • Words related to playing sports and games	• Collecting and writing articles about sporting events for the magazine. • Constructing tongue-twisters. • Role-play: Booking sports classes. • Reading an episode of a story.
Unit 4 Review	• Review and practice of strategies for developing listening, speaking, reading and writing in the Student's Book.	
Unit 5 Getting and sending information	• Words related to communications	• Making telephone calls. • Reading an episode of a story. **Project 2: Amazing dates**
Unit 6 Jobs	• Occupations • School subjects	• Playing a game: *What's my job?* • Reading an episode of a story.
Unit 7 The world around us	• Litter and waste • Animals in danger • Pollution • Global warming	• Discussing animal habitats. • Making offers. • Reading the final episode of a story. **Project 3: Turning trash into treasure!**
Unit 8 Review	• Review and practice of strategies for developing listening, speaking, reading and writing in the Student's Book.	

Language learning activities	Grammatical areas	Pronunciation & phonology
Asking for and making suggestions. Expressing personal preferences. Asking for and giving opinions. Listening for gist and detail, taking notes. Reading to work out meaning, for sequence and for detail. Expanding notes. Writing a short account of a personal event.	• Revision of tenses • Present perfect with *for* and *since* • Gerund after *like, enjoy, hate,* etc. • Apostrophe before and after *s* • Defining relative clause with *who*	• Syllable stress • Reading an interview and own story aloud
Giving advice with *should*. Enquiring about and describing state of health. Asking and answering questions. Listening and taking notes. Reading for gist, detail and language. Correcting two paragraphs marked by a teacher. Writing a personal letter.	• Adverbial time phrases • Quantifiers: *a little, a lot, etc.* • *want* + noun/pronoun + *to* + infinitive • Revision of *should* + infinitive	• Reading four-line conversations and limericks aloud
Asking about and expressing sports preferences and abilities. Listening for detail and writing notes. Searching for information in short factual texts. Studying a writing plan and learning about topic sentences before writing a paragraph.	• *What would you like to (do)? I'd like to ...* • *How good are you at (volleyball)? I'm quite good./I'd like to learn how to play it.* • Past habitual tense: *used to* + infinitive • Decimal numbers • Comparatives and superlatives	• Reading tongue-twisters aloud • Reading conversations aloud
End-of-semester tests in the Activity Book.		
Asking for and giving information. Giving advice. Making impersonal telephone calls. Listening for detail and writing notes. Reading advice on using a dictionary. Studying how to work out meaning from the context. Reading short factual texts and captions. Writing about an illustrated process.	• Present and past simple passive • Names of parts of speech • Present passive with *can* • Imperatives with *do*	• Stress and intonation
Describing jobs. Describing abilities and interests. Using pictures to tell a story. Comparing an English school timetable with own. Listening for gist and detail. Reading for gist, detail and sequence and practising search-reading. Correcting a marked paragraph. Planning and writing a career plan.	• Revision of tenses • Future: *going to* + infinitive • *When* + present tense, *I am going to ...* • Article before names of jobs	• Syllable stress • Reading an interview aloud
Discussing the problems presented in the unit. Making offers to help. Using pictures to tell a story. Listening for gist and detail and taking notes. Reading for gist and detail and practising search-reading. Writing a personal letter and an article.	• Revision of future: *going to* + infinitive • Modals *must, may, might* • Revision of first conditional • Revision of past simple	• Syllable stress • Intonation
End-of-semester tests in the Activity Book.		

Unit 1

Lesson 1

AB3

A school magazine

Al Mustafa Intermediate School for Girls has its own monthly magazine. A team of four students and an English teacher produces it. Students from different classes write for it. They put their contributions in a box and the team chooses the best.

Read the notice and answer the questions below.

Write for the school magazine. Choose any of these sections:

- Puzzles
- Town events
- Cartoons
- Problem page
- Interviews (Talk to somebody famous in the town.)
- Stories
- Sports reports
- Jokes
- School news
- Poetry
- Letters

Post them here - NOW - and get your name in print!

A.M.I.S.G.
MAGAZINE



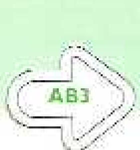
1 How many sections are there?
2 Write them in alphabetical order. *1 Cartoons*
3 Match the sections to these definitions:
   a) funny stories with small pictures
   b) short, funny stories
   c) writing with words that rhyme
   d) asking people questions about themselves
   e) things happening in the town
   f) descriptions of events, for example, football matches
   g) reports about school events
4 Which section do you think you would read first? Why?



Possessive 's'

Go and get the boy's bags. = one boy
BUT
Go and get the boys' bags. = more than one boy

The school's magazine is very interesting. = one school, one magazine
BUT
The schools' magazines are very interesting. = more than one school, more than one magazine



A new project

Study these words and meanings and answer the questions.

1 What do (n.) and (v.) mean?
2 How many meanings of 'printer' are there?
3 What do 'report' and 'reporter' mean?

article (n.) is a piece of writing in a newspaper or magazine.
cover (n.) is the outside of a book or magazine.
edit (v.) means to check and correct a piece of writing.
editor (n.) is somebody who edits.
print (v.) means to put words or pictures on paper with a machine.
printer (n.) 1) is somebody who prints as a job. 2) is a machine that prints.
report (v.) means to describe an event → **report** (n.), **reporter** (n.)

1 Listen and answer these questions. Then listen again and answer the questions in your Activity Book.

1 What are these boys talking about?
2 What do they decide to do?



Al-Sayyab Intermediate School for Boys

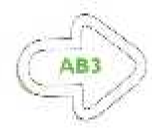
Your project this year is to write your own English magazine. Decide on these things in groups, then as a class:

1 the sections you will have in your magazine.
2 the best students for the team. 3 a name for your magazine.



Asking for and making suggestions

Why don't we start a magazine?
What sections shall we have?
Let's have articles about the school.



Unit 1

Lesson 3

AB4

An interview

This is the students' first interview for their magazine. Read it and find words that mean the following:

1 famous
2 the opposite of 'to like'
3 the opposite of 'polite'
4 a road round a town





Meet a local personality

This month, we talked to Jack James. He runs Pizza Cabin, the well-known Italian takeaway and cafe in the High Street. I'm sure we've all been there many times with our families.

How long have you worked at Pizza Cabin, Mr James?

I've worked in the cafe for ten years, but I've lived in Ashby since I was born.

Do you enjoy your work?

I enjoy some parts of my work. I don't enjoy cleaning up when the cafe closes.

What do you like doing in your spare time?

I love painting.

What things do you dislike doing?

I don't like washing-up. I have to do that at work. And I hate gardening. It's very hard work. But we have a beautiful garden because my wife loves gardening.

What kind of people do you like and dislike?

I really like people who are polite and ask for things nicely. I don't like people who are impolite and shout.

What's your favourite food?

Italian food, of course – pizzas and pasta. But I also like some English food, like fish and chips.

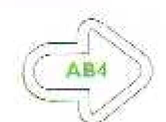
What's your favourite TV programme?

I watch all the programmes about cooking. My favourite one is *A Taste of the Sea*. I always learn something.

Do you have any suggestions for making the town better?

There are too many cars in the town centre. Why don't they build a ring road?

Now answer the questions in your Activity Book.



2 Listen to the interview. Then read it aloud.



1 *for* and *since*
I've lived in Ashby since I was born.
I've worked in the cafe for ten years.

2 *like* + verb with *~ing*
I like cooking. I don't like cleaning up.

3 **Using adjectives to describe**
I like helpful people. I don't like noisy people.

4 **Using relative clauses to describe**
I like people who help others. I dislike people who are noisy.

Ask and answer these questions.

1

How long have you been in this school?

How long has your family lived in Basra?

How long have you been in this class?

How long have you been ill?

Now ask and answer questions like the ones in the interview. You can use the words and phrases in the boxes. You can also use your own words.

2

What do you like doing?

What don't you like doing?

enjoy love hate playing football watching films

3

What kind of people do you like?

What kind of people don't you like?

kind happy friendly unfriendly funny lazy quiet sad

4

What kind of people do you like?

What kind of people don't you like?

can tell jokes can play chess can do puzzles tell lies don't say anything

AB4 Lesson 5 AB5–6

Unit 1

Lesson 6

AB6/7

Problems

Look at a magazine problem page.

Who has a problem? What is it? Explain it.

Now read the page and answer the questions in your Activity Book.



Aunt Sally answers your problems

Dear Aunt Sally,

I am very, very shy. I have just arrived in a new school and I am afraid to speak to the other students. I cannot make new friends. When the teacher asks me a question in class, I go red. I stammer and can't say the answer even when I know it. The other students laugh at me. Can you help me?

Jill (aged 15)

Dear Jill,

A lot of people are shy, but you can learn to be confident. Don't hurry. It takes time. Here are some tips to help you.

1. Before you go to school, say to yourself, 'I will speak to somebody today.'
2. Be friendly. Say 'hello' to the other girls and smile.
3. To stop stammering, try this. Before you try to speak, count to five and think again about what you want to say.
4. Talk to your teacher. Ask her to give you a little time to answer.

Good luck!

Aunt Sally

What do you think of each piece of advice Aunt Sally gave Jill?
Is it ... very good? ... good? ... not very good?

Read these problems. What do you think Aunt Sally will say to the people who sent them in?

1

When we have exams, I can't sleep at night. Then I am very tired when I get to school and I do badly in the exams.



2

A friend of mine is very lazy and never does her homework. On the school bus, she copies mine. I don't think this is right, but I have to give her my homework because she is a friend.



Sally has made some notes on the problems. Read the notes and answer these questions.

1 What do these mean? etc. h.w. e.g. v.
2 How are 'notes' different from sentences and paragraphs?

1 work hard all semester - don't work too hard before exams - at exam time, try not to worry - before bed, read a story or listen to music, etc. - bed early

2 agree, not right - don't give h.w. - v. unhelpful - not helping your friend - doesn't do own work, won't learn anything - e.g. can't copy in exams - explain



Unit 1

Lesson 7

AB8/9

3

Embarrassing moments

Look at the pictures on page 11 and try to guess the stories.

Now read the sentences and work out the correct order. The Reading tip will help you. Write the letters in your copybook.

Reading tip 1 – pronouns and *there*

The main pronouns are:

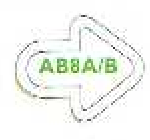
she he it we they them

Pronouns like *she, he, it, we, they, them* and the word *there* are very useful words. We can use them instead of repeating nouns.

Examples:

My father went to the shop on the corner. He bought a magazine there.
The cat ran up the tree. It got stuck there.
The boys played in the park. They loved it there.

So sentences with pronouns and *there* come after sentences with nouns.





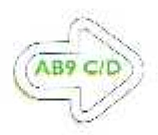
Work it out!

To die means to stop living.

Example: *Zaid was very sad when his grandfather died.*

One of the girls wrote in her story: *I nearly died!* What do you think it means?

You know what *black* means and you know what *eye* means.
But what is a *black eye* and how do you get one?



I nearly died!

The first sentence and the last sentence in the stories are in the correct place. Just for fun, we have put the other sentences in the wrong order. Can you work out the stories?

a) One day last week, my mum and I were out shopping in town.
b) 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.'
c) It was the shop assistant's own mug!
d) I picked it up to look at the price and spilt hot coffee all over my dress.
e) Mum saw a really nice mug on the shelf.
f) We were looking for a present for my uncle, so we went to a gift shop.
g) I was so embarrassed that I nearly died!

Liz Ellen – *Year 8*





a) Last week, my dad took my sister and me to the museum.
b) I turned round, but he wasn't there.
c) Suddenly I saw him and ran towards him.
d) Bang! I ran into a big mirror.
e) 'Dad! Dad!' I shouted. I was worried.
f) I still have a black eye.
g) We were looking at an old car and I wanted to ask Dad something.
h) I feel embarrassed every time I go out.

Wendy Hill – *Year 7*

Unit 1

Lesson 8

AB10

The World Youth Camp

Read this advertisement for the World Youth Camp.

Would you like to go? Why? Why not?

World Youth Camp (WYC)



Come to the World Youth Camp.

Get to know other young people from different countries.

Can you answer 'Yes' to these questions?

Do you like camping and walking?

Can you cook over a campfire?

Do you enjoy sport and adventure?

Do you want to see the world?

The WYC is for you.

Boys from 26th July to 16th August
Girls from 17th August to 7th September

Fill in an application form and send it to:
Rod Border, WYC, PO Box 5782, Southport, Australia.

Read the two application forms on page 13.

Find the things the boys have in common and the things that they don't have in common.



WYC Application Form

Name: Basim Hamza Age: 16

Address: 319, 2, 14, Um Qasr, Basra, Iraq

How often do you go camping? I go camping every weekend.

Why do you like camping? I like cooking outside on a fire. I really like camping on the beach. I love lying in my sleeping bag, listening to the sea before I go to sleep.

Which other countries have you been to? I have never been to another country.

Which languages do you speak? I speak Arabic and English.

What do you do in your spare time? I enjoy watching television and listening to music at home. My favourite hobby is swimming. I also like playing chess and sailing.

Why do you want to come to the WYC? I would like to come to the WYC because I want to meet young people from other countries.

Which of these things would you like to do at the WYC?


scuba diving

climbing


ballooning


windsurfing


horse-riding

I would like to go horse-riding and windsurfing.

WYC Application Form

Name: *Bob Walker* Age: *15*

Address: *23 Middle Street, Ashby, England*

How often do you go camping? *I go camping in my summer holidays.*

Why do you like camping? *I really enjoy sitting round a campfire in the evening talking and singing. I also like cooking and eating outside.*

Which other countries have you been to? *I have been to France, Germany and the USA.*

Which languages do you speak? *I speak English and French.*

What do you do in your spare time? *I listen to a lot of music and I enjoy cooking. My favourite hobby is skating. I want to win a competition one day.*

Why do you want to come to the WYC? *I would like to come to the WYC because I want to see Australia. I want to see all the strange animals that live there. I have seen a lot of TV programmes about them.*

Which of these things would you like to do at the WYC?


scuba diving


climbing


ballooning


windsurfing


horse-riding

I would like to go ballooning.

Round up

In this unit you have practised these things:

1 Asking for and making suggestions.

Why don't we start a magazine?

What sections shall we have?

Let's have articles about the school.

2 Talking about things you like or dislike.
I love horse-riding.
I hate gardening.

3 Describing people with adjectives and relative clauses.
I like helpful people. *or* I like people who help others.
I hate noisy people. *or* I hate people who shout.

4 Saying how long you have done something.
I have known my friend for three years.
We have lived in our new house since September.

5 Asking for and giving opinions.

What do you think of Zaid's story?

Which story is the best?

I think that Khalid's story is the funniest. Let's choose his.

6 And you have …

- worked out the meanings of new words and idioms while you were reading.
- decided what to put in your magazine.
- answered interview questions.
- learned how to read notes.
- written a short story.
- filled in an application form.



Bob and Basim



Read the story and find the answers to these questions.

1 Who is telling this story? 2 Where are the boys going?
3 How many unlucky things happen to Bob?

I was flying to Australia to the World Youth Camp. I met Basim when he got on at Baghdad. Now we were flying to Brisbane.


A flight attendant

'I'm sorry,' I said.

'It doesn't matter,' said the flight attendant. 'I'll get you another one.' She tried to smile at me. There was orange juice everywhere – on the floor, on the seat and all over the flight attendant.

'Never mind,' said Basim. 'Accidents can happen to anyone.'

'But why do they always happen to me?' I asked.





passport

I was asleep when we landed. 'We're here,' said Basim. The man who looked at our passports was very friendly, but Basim could not understand him. He spoke a different kind of English.

'I hope they don't all speak like that,' said Basim. 'Let's go and get our suitcases.'

About twenty minutes later, the first suitcases appeared.

'Here's mine,' shouted Basim. 'It's the first one!'

'And here's mine,' I said. 'The blue one. Can you get it, please, Basim?'

He picked up the blue case.



'Thank you,' said a grey-haired old lady behind us. 'Thank you so much. How kind of you.' She took the case and left.

'It looked like my case,' I said.

'Where *is* your case, then?' asked Basim. Now there were fewer and fewer cases going round.

'It's not here. It's lost. What shall I do?' I shouted. 'Why do these things always happen to me? Why me?' I was worried.

'Don't worry,' said Basim. 'Look, here it is. I knew it wasn't lost.'

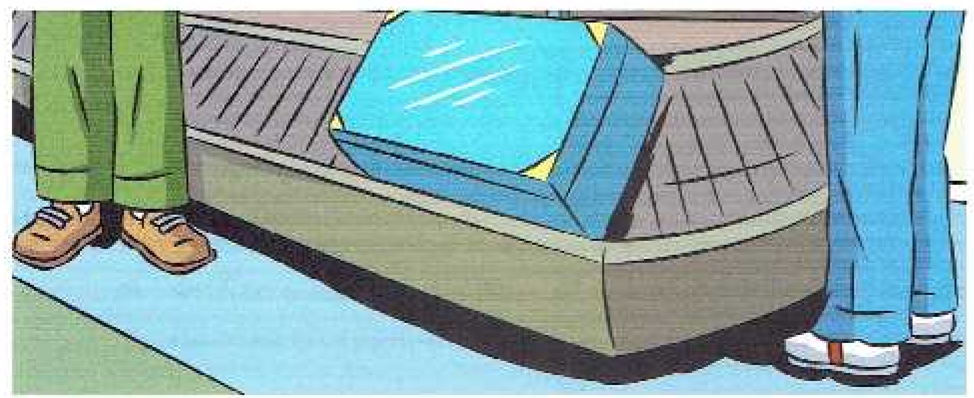
We walked towards the customs desk.

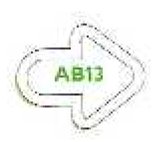
'Do you have anything to declare?' asked the customs officer.

'No,' I said. 'We're going to the World Youth Camp.'

'That's nice,' said the customs officer. 'But would you mind opening your suitcase, please?'
I opened my case and the customs officer looked inside. Then he looked at me. Basim looked at me. I looked at the case. 'Oh, no! It's the old lady's. Now what shall I do? Oh, why me? Why do these things always happen to me?'



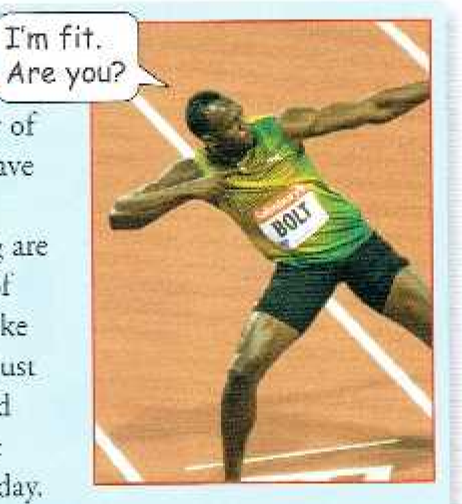




Keep fit!

Read this article. What is each paragraph about?

Take my advice ...



Fitness is very important. Unfit people cannot enjoy life. They get tired very quickly, so they cannot play games. They cannot run. In fact, they cannot even walk without getting tired and out of breath. So, if you want to enjoy life, you should get fit and keep fit.

How can you get fit? You should take exercise regularly. Games like football, basketball and netball give you plenty of exercise because you have to run all the time. Swimming and cycling are also very good forms of exercise. If you don't like any of these, you can just go walking. You should walk quickly for about twenty minutes every day. Walking slowly will not make you fit and walking to your bedroom will not either! Some people think that taking exercise is boring, but it doesn't have to be. If you take exercise with your friends, you will have fun.

Now answer the questions in your Activity Book.



Which of these boys do you think is fit?









Give advice to the boys who are unfit.

You should ...



Giving advice with *should*

You need to get fit. You should take some exercise.
You're always tired. You shouldn't go to bed late.



Unit 2

Lesson 2

AB20/21

Eat the right food

Talk about the foods and drinks in the pictures. Choose three things that are *... very good for you ... not so good for you.*



Now read Layla Ahmed's report in the school magazine and check your ideas.

You are what you eat.

A report of Nurse Fawzia's talk by Layla Ahmed

What did Nurse Fawzia mean? Before her talk, I did not understand, but I do now. This is what she said.

We all need food and drink, but what kind and how much do we need? Some kinds of food are very good for us, for example, fish, fruit and vegetables. They keep us healthy and they do not make us fat. We should eat five pieces of fruit and vegetable every day, but we can eat more. We should also drink a lot of water.

Meat and cheese are also good, but only if we don't eat too much. They have a lot of fat. We should be very careful about anything that has a lot of fat, salt or sugar in it. This does not mean that we should never eat biscuits, sweets, fries or crisps. It is all right to eat a few. If we eat too many, we will be unhealthy and we will get fat.

When Nurse Fawzia came to our school, I had a bag of crisps, two chocolate bars and a bottle of cola in my school bag. Today I have water and fruit in my bag.



too much too many a little a few

A little sugar is all right, but too much is bad for you.
A few biscuits are all right, but too many are bad for you.



In a restaurant

Look at the menu. Use the definitions to work out the meaning of these words:

fried grilled
baked lamb



Meat
Lamb curry
Beef curry
Fried chicken
Burgers
Hot dogs

Pizza



Fish
Fried fish
Grilled fish



Vegetables
Baked potato
Fries
Salad





Desserts
Apple cake
Chocolate cake
Ice-cream
Fruit salad

Drinks
Fruit juices
Milk shakes
Cola
Lemonade
Tea
Coffee
Mineral water

beef (n.) is the meat of a cow.

lamb (n.) is the meat of a sheep.

fried (adj.) means cooked in hot fat or oil.

grilled (adj.) means cooked under strong heat.

baked (adj.) means cooked in an oven.

Which things on the menu are ... good for you? ... not so good for you?



1 The waiter speaks first. Which of these things do you think he will say?
2 Who do you think will reply and what will he or she say?

1
What do you want?
Good evening.
Are you ready to order, sir?
Can I take your order, sir?

2
Good evening.
We're not ready.
No, sorry, we're not ready.
Yes, thank you.

7 Now listen and check your ideas. Then answer the questions in your Activity Book.



Unit 2

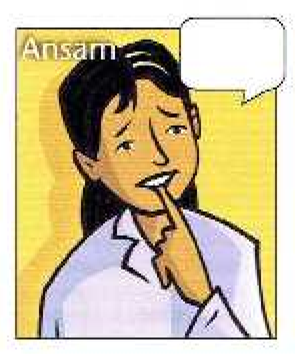
Lesson 4

AB22

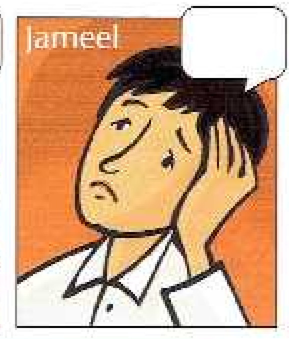
8/9

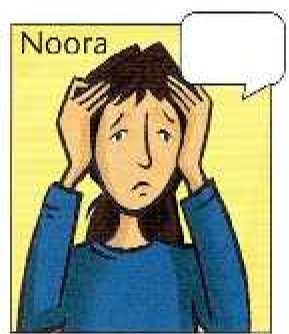
Aches and pains

8 Listen and look at the pictures.



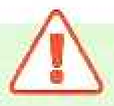






Now match these sentences to the pictures.

- I have a stomachache.
- I've got a headache.
- I've got a toothache.
- I have an earache.



We say: *I've got a headache.*
OR *My head aches.*

They mean the same.

8 Listen and read. Then read the conversations aloud.

- What's the matter, Ansam?
- I've got a toothache.
- Oh, dear! You should go to the dentist.
- Yes, I will.

- What's wrong, Anas?
- I have a stomachache and I feel sick.
- You shouldn't eat so many crisps in the break.
- Yes, I think you're right.

- Are you all right, Jameel?
- No, my ear hurts.
- Oh, I'm sorry. You should go to the doctor.
- I've been to the doctor. He gave me some drops. I have to put them in twice a day.

- You don't look well, Noora.
- I've got a bad headache.
- Oh, dear. Here, take these two pills with some water.
- Thanks very much.

What do you think of the advice the boys and girls give their friends?

Now make up your own conversations.



Jalal's story

Jalal wrote this story for the school magazine. Read it quickly and answer the question at the end.

A true story *by Jalal Abdullah*

I sometimes have to look after my little brother for an hour or so when my parents go out. Ibrahim is ten. He always wants me to play with him, but I want him to play by himself. One day when I was playing a computer game, he said again and again, 'Jalal, I feel sick. I've got a pain in my stomach.'

'You always say that, Ibrahim. There's nothing wrong with you,' I said angrily. 'You haven't got a pain. You are a pain. Sit down and watch that video.'

Ibrahim started crying and an hour later he was still crying loudly. I gave him a bag of crisps, but he didn't stop and he didn't eat the crisps. That was very unusual. I was shouting at him when my parents came home. They were very angry with me. I was very surprised when my father called an ambulance.

'Something is wrong,' my mother said. 'Can't you see? Ibrahim is in pain.'

A few hours later, the doctors took out Ibrahim's appendix. They saved his life.

I was very frightened. Ibrahim nearly died and it was my fault. I learned a lesson that day.





Which of these lessons do you think Jalal learned?

1 You should always believe your brother.
2 You should always listen to your brother.
3 You should always play with your brother.



You know the meaning of *pain*, but what do you think Jalal means when he says: You are a pain?



Project lesson – limericks

**Write a limerick for the school magazine.
YOU CAN DO IT.
TRY!**

11 Listen and read. Then complete the rules below.





One day a young girl from Baghdad
Went out on a trip with her dad.
She cooked him some fish.
She burnt the whole dish!
That's probably why he went mad.

There was an old man from Brazil,
Who suddenly felt very ill.
'I've eaten that pie,
I think I will die.
Or maybe I'll just take a pill.'

Rules for limericks

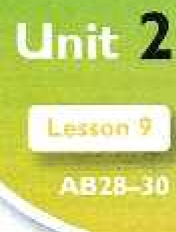
- A limerick is a short …
- It has … lines.
- The last words on lines 1, … and … rhyme.
- The last words on lines 3 and … also rhyme.
- A limerick is always …

11 Listen again. Then say the limericks. Correct your partner.



 Write a limerick for your school magazine.

Round up



In this unit you have practised these things:

1 Giving advice.

You should get fit and keep fit.
You should take exercise regularly.
You shouldn't watch TV all the time.

2 Saying how often you do things.

I play chess twice a week.
I go walking three times a week.
I take exercise regularly.

3 Using words to show amounts.

A little salt on your food is all right.
Too much sugar is bad for your teeth.
A few biscuits are OK.
Too many chips will make you fat.

4 Saying what is wrong when you are ill.

I don't feel well.
I've got a headache.
I have a pain in my stomach.
My arm hurts.

5 Saying how you feel in different situations.

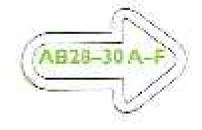
I feel frightened.
I feel excited.

6 Using this pattern: *want* + pronoun + *to* + infinitive.

Your father wants you to help him in his shop.
My mother wants me to eat more vegetables and fruit.

7 And you have …

- ordered food from a menu.
- given advice to friends who feel sick.
- learned about food that is good for you and how to stay healthy.
- read texts quickly to find out what they are about, then more carefully to work out meaning and understand details.
- used notes to complete a paragraph.
- learned how to improve your writing.
- made a *Get well* card.
- written a limerick.



Bob and Basim – the eggs



Do you remember?

1 Who are Bob and Basim?
2 Where did they meet?
3 Where are they now?
4 What happened to Bob on the way?

Now read the next part of the story and find the answers to these questions.

1 What do Bob and Basim have to do on the first morning?
2 How do you make scrambled eggs?
3 What happens to the eggs?

'Hello,' we said. There were four other boys in our tent – Paul from France, Chuck from America, Hans from Germany and Aziz from Algeria. I told them about my suitcase. They were all very kind and gave me everything that I needed.

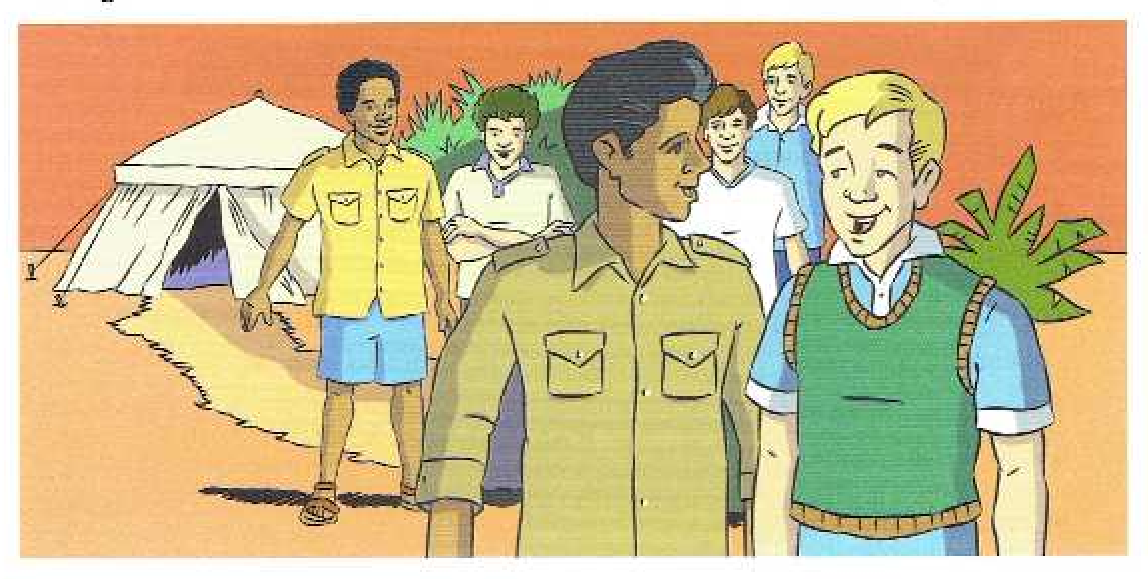
On our first morning in the camp, we woke up early. I put on French trousers, an Iraqi shirt and an Algerian sweater. The trousers were too big and the sweater was too small.

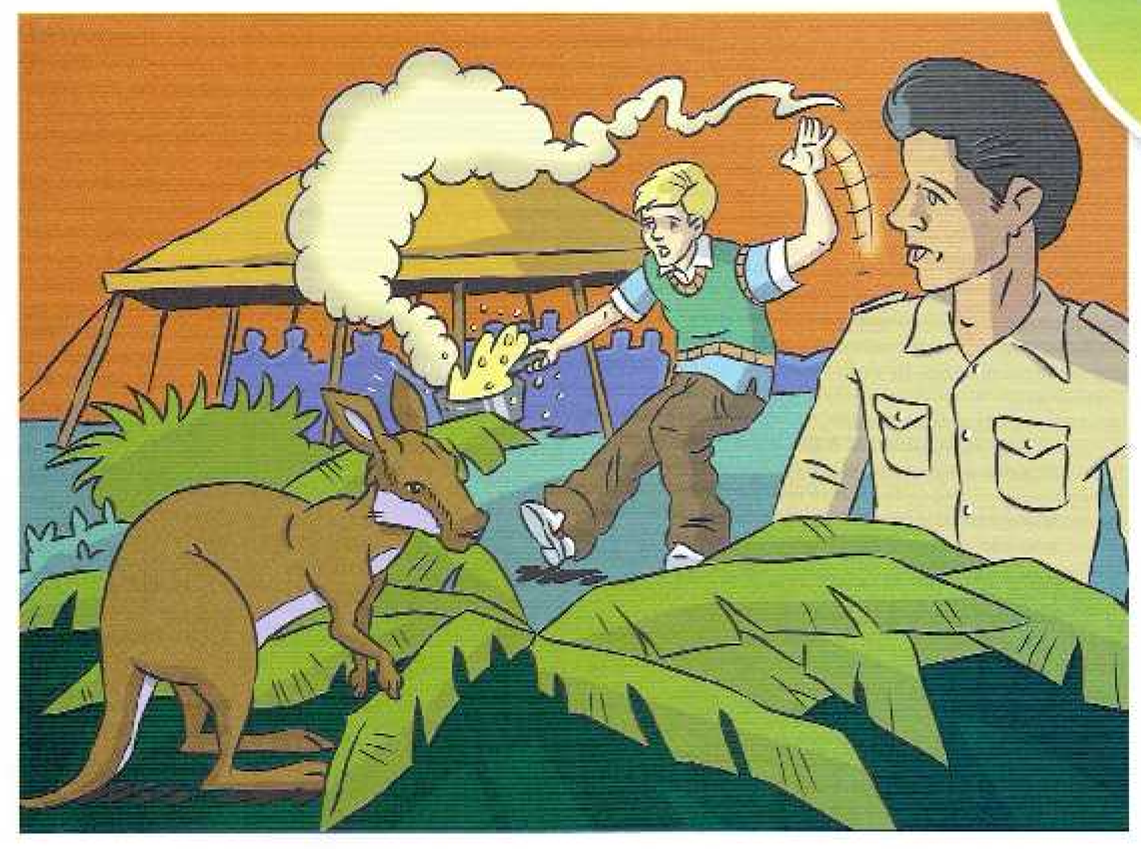
'Never mind,' said Basim, laughing. 'Your suitcase will be here soon.'

'I hope so,' I said.

We had to cook breakfast for the whole camp. Hans and Aziz had to make the fire and Paul had to make the tea. Chuck had to do the washing-up. 'Basim and Bob, you're the cooks,' said Rod Border. 'Scrambled eggs for fifty, please.'

'What are scrambled eggs?' asked Basim.





'Read this. Page twenty-three,' said Rod. He gave Basim a book – *Camp Cooking*. 'Don't burn them,' said Rod and went away.

'Leave it to me,' said Basim.

I put butter into a pan. Basim broke seventy-five eggs into the pan and then I added milk, salt and pepper. Basim began to cook the scrambled eggs – slowly. He didn't burn them. They were delicious. Perfect.

All the other boys were sitting in the dining-tent, waiting for breakfast.

'Give me the pan,' said Hans. 'I'll carry it over to the table.'

'No, no,' I said. 'I'll do it.' I was proud of Basim's eggs. I picked up the pan and started walking.

Then it happened.

'Bob! Look out!' shouted Basim. 'A wallaby!'

'A what-a-be?' I asked. I did not hear the answer.

A small wallaby raced through our kitchen. It hopped over the fire and knocked over the tea. Then it knocked me over. Basim's perfect eggs flew into the air. The pan landed on a table. The eggs landed on the boys. I landed in a bush.

'I didn't know eggs could fly,' said one boy.

'Delicious,' said another, wiping some scrambled egg from his face.

'You missed the plates,' said a third boy.

Everybody laughed. They weren't angry.

'Are you all right?' asked Basim.

'Yes, thanks,' I said from my bush. 'But why me? Why do these things always happen to me?'

AB31

Project

1

Summer Camp: Iraq



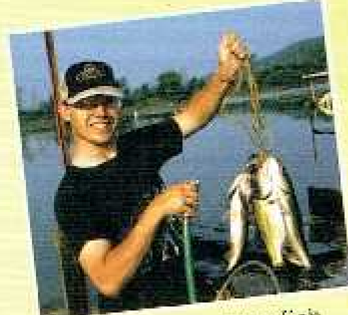
Learn how to lead a group and have fun outdoors at the same time! Are you over 14 years old? Answer 'yes' and you can ask for a place on this camp in beautiful Iraq. You can be sure the experience will stay with you a long time.



Sleep in a tent!



Learn how to grow food for your family!



Catch your very own fish for masgouf!



Paddle a canoe!



Take great photographs!



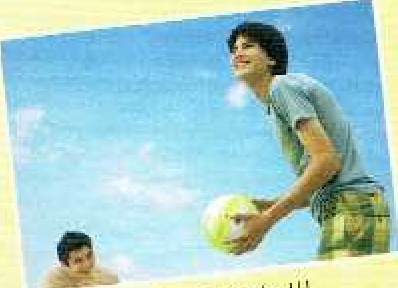
Experience traditional crafts!



Swim in freshwater lakes!



Build a campfire!



Get fit playing volleyball!



See a beautiful waterfall!

Summer Camp: Iraq – diary entries

It's the end of our second day at Summer Camp Iraq. I've made a new friend already – Nadia. We are in the same group and we started working together to make a vegetable garden. Nadia knows a lot about growing plants. We also learnt how to catch fish. I was lucky and caught two so tomorrow I can cook them on the campfire. We are going on a picnic and I want to cook masgouf!
Samar

Today we met the camp photographer. He's called Nader. He did a presentation and showed us some of his photographs. His subjects are nature and wild animals and his photographs are beautiful. This afternoon, he took some of us on a photography expedition. We walked to an amazing waterfall and I took several photographs. Nader helped me, and I am quite proud of the results! When I am older, I think I'll be a photographer.
Khalid

Summer Camp: Iraq – a typical day

Programme of events

08:00 – 08:45	Breakfast	
08:45 – 09:15	General assembly	
09:15 – 12:30	Group activities	
	09:15 – 10:00	Sport (individual choices)
	10:15 – 11:00	Crafts (individual choices)
	11:15 – 12:15	Learning to grow food
12:30 – 13:30	Lunch	
13:30 – 14:00	Whole group assembly	
14:00 – 17:00	Walk with photographer and wildlife expert	

Project

1

1 Complete the crossword. Use the words in the box.

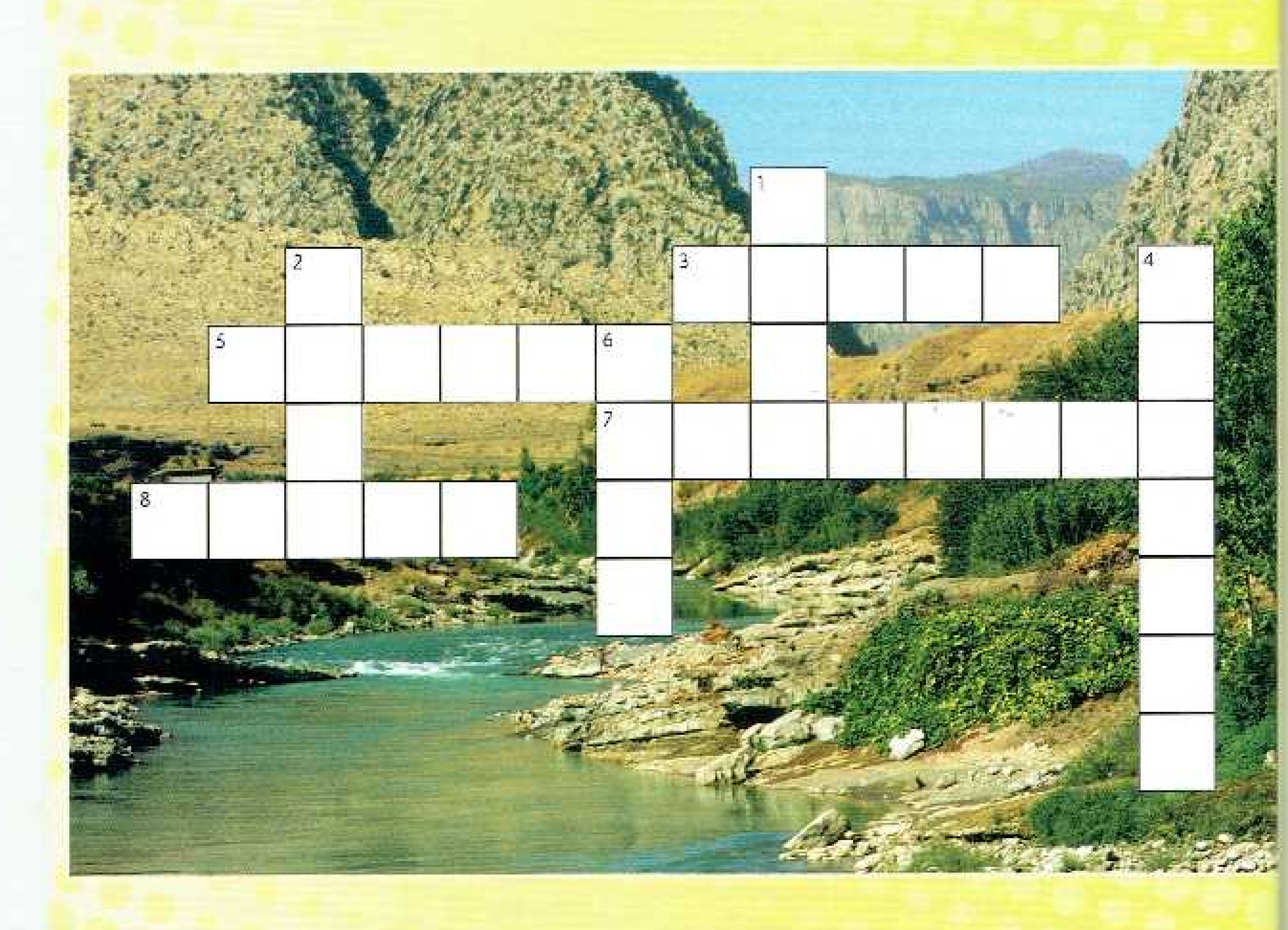
learn	tent	cook	fishing	fresh	picnic	fire	outdoors

ACROSS

3 gain knowledge or a skill
5 a prepared meal carried to a place and usually eaten outside
7 the opposite of 'inside'
8 describes fruit and vegetables picked the same day

DOWN

1 a place to sleep outside
2 a source of heat and warmth, e.g., for cooking
4 the action of catching fish
6 prepare food



2 **You made tea at the summer camp. Order the sentences. The first one is done for you.**



Then I put a pan of water onto the fire.

I drank the tea.

1 First, I collected some wood.

After that, I lit a match.

Then, I added tea and sugar.

Then, I put the wood in a pile.

I waited for the water to boil.

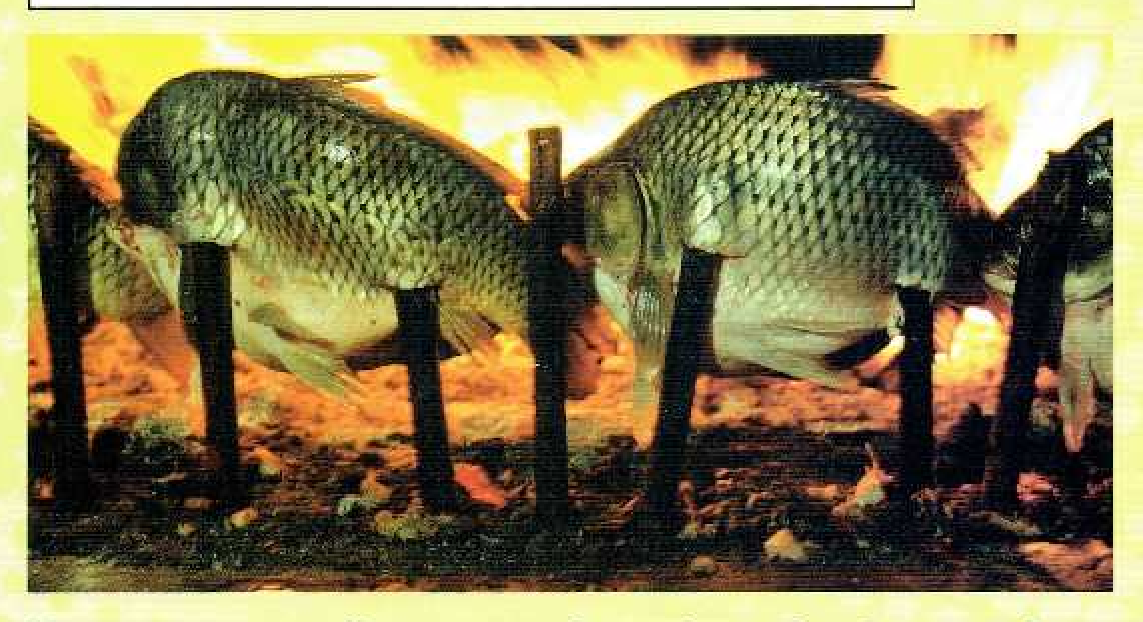
I set fire to the wood.

3 **Use the ordered sentences from activity 2 to write a paragraph about making tea on a camp fire.**

First, I collected some wood. Then, ...

4 **It's your last day at summer camp. Use the diary entries as a model to write your own description of a picnic. Use the ideas in the box as well as your own to write a paragraph in your notebook.**

last day	picnic outdoors	collected wood
walked to a lake	cooked fresh fish	made a fire



Now, put your diary entry into the school magazine.

The sports centre

15 **Listen and point to the pictures as you hear the names of the sports. Repeat the names.**

ASHBY SPORTS CENTRE

Come to the sports centre and get fit!

You can choose from last year's old favourites:



And, from the beginning of this year, we can give you lessons in these sports:









Call us on 952841 for more information.

Verbs and sports

We play football, tennis, etc.
We go swimming, horse-riding, etc.
We do judo, karate, etc.

Can you work out the rules?

 **Ask and answer.**









The timetable

Dave phoned the sports centre and heard a message.



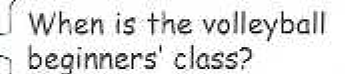
What does Dave have to leave?



beginners advanced team practice

The sports centre sent Dave this leaflet.





When is the volleyball beginners' class?

On Monday from five o'clock to seven o'clock.

ASHBY SPORTS CENTRE

Men's and boys' lessons: Tuesday, Thursday and Saturday
Women's and girls' lessons: Monday, Wednesday and Friday

Volleyball
Beginners: Mon. 5 – 7
Team practice: Mon. 7 – 9

Athletics
Start now!
Wed. and Thur. 5 – 7

Swimming
Team practice:
Thur. 7 – 9 Fri. 7 – 9

Tennis
Beginners:
Mon. and Tue. 7 – 9
Advanced:
Fri. 5 – 7 and Sat. 3 – 5

Gymnastics
Beginners:
Tue. and Wed. 7 – 9
Advanced:
Thur. and Fri. 7 – 9

Basketball
Beginners: Tue. 5 – 7
Team practice: Sat. 3 – 5

Karate
Learn a new sport!
Mon. 5 – 7 Thur. 5 – 7

Call 952841 to book a class and for information about other sports.

Ask and answer questions. What sports do you want to do?





How good are you at volleyball?



I'm quite good at volleyball, but I want to practise.



I've never played volleyball. I'd like to learn how to play it.



The man's favourite sport is tennis. = one man BUT
The men's favourite sport is tennis. = more than one man

Make sentences with women and children.

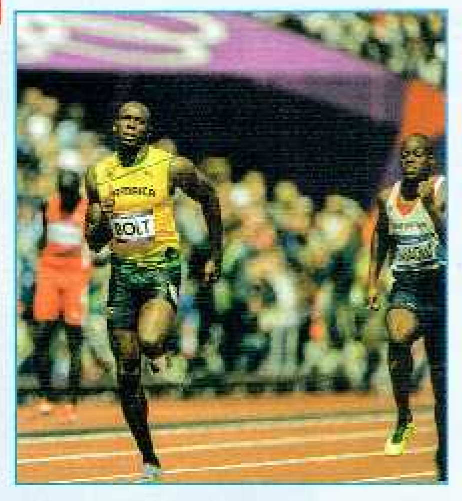
London 2012

1

The Olympic Games of 2012 took place in London, UK. Every country sent a female competitor. Women's boxing was included for the first time, so the 2012 Games became the first at which every sport had female competitors.



2



One of the greatest successes of London 2012 was the Jamaican team. It was their most successful performance with four gold, four silver and four bronze medals. The sprinter Usain Bolt won three of the four gold medals and broke two world records. He ran 100 metres in 9.63 seconds making him the fastest man in the world.

3



In tennis, the American player Serena Williams defeated Maria Sharapova and won gold in the women's singles. In the men's singles, the British player Andy Murray won after defeating Roger Federer in the final.

4



The men's football team from Mexico won its first ever Olympic gold medal after defeating Brazil in the final. The score was 2 – 1. All the players were under 23 years old.

5



The gold medal for the men's long jump was won by Greg Rutherford from Britain. His 8.31 metre jump fell short of American Mike Powell's 8.95 metre record, set in 1991.

Who can answer these questions fastest?

1 Which country won the men's football gold medal at London 2012?
2 What nationality is the athlete who holds the world record for the long jump?
3 Who won the women's tennis singles?
4 Which race makes an athlete 'the fastest man in the world'?
5 Which country won gold in the 2012 long jump?

Now write three questions about the information in the texts. Then ask a classmate to find the answers.



Remember!

We write: 9.63 seconds We say: nine point six three seconds

 In which sports do you …

… hit something? … throw something?
… kick something? … run? … jump?

Write your answers. Are they the same as the rest of the class?



Changes

Samir does judo. The editor of Samir's school magazine asked him to write a paragraph about it.

Study how Samir planned his paragraph.

First he made some notes.

- one day, do judo for my country
- no friends, now have lots
- didn't like competitions, now love them
- was shy, now confident
- was weak, unfit, now strong
- schoolwork was bad, now good at it

Then he put his notes in order and added some words.

Doing judo has changed my personality and my life. Examples:

1. personality – was shy, now confident
2. good for health – was weak & unfit, now strong, fitter
3. good for schoolwork – was bad, now good at it
4. no friends, now have lots
5. like competitions, hate losing
6. one day do judo for my country

Read Samir's article. What did he write that was not in his notes?

I used to be shy

by Samir Salih, Year 8

I started doing judo two years ago and it has changed my personality and my life. I used to be very shy, but judo has given me confidence. Judo has also been good for my health. I used to be very unhealthy and unfit. I could not run very fast and I was often ill. Now I am much stronger and fitter. I also used to be lazy, but now I train every day and I enjoy it. My teachers say that my schoolwork is better now. I used to be bad at it, but now I get good marks all the time. Before I started doing judo, I used to have no friends. I don't know why. Now I have lots. I also used to be afraid of competitions and exams. Now I really enjoy competing against other people and I hate losing. One day I hope to do judo for Iraq.

Find words that mean the following:

1 what kind of person you are
2 the opposite of 'shyness' 3 practise



Talking about changes

I used to be shy, but now I'm confident.
I used to have no friends, but now I have lots.

Talk about things you used to do, but don't do any more.



Lesson 7 AB42/4

Have fun with words!

You practised saying a tongue-twister last year. How fast can you say it now?



She sells sea shells on the sea shore.
The shells she sells are sea shells, I'm sure.

It is difficult to say – it twists your tongue – because most of the words begin with 'sh' or 's' sounds. That's what a tongue-twister is – a sentence or two where the words begin with one or two sounds.

Listen, then try saying another one.

Peter Piper pecked a pot of pickled pepper.



Tongue-twisters don't have very much meaning, but they are funny. They are easy to make. This is what you do:

1 First, choose a sound, for example, **b**. Make a list of all the nouns and names you can think of that start with **b**.

Examples: *Badria, Bashir, brother, ball, bag, balloon, bakery, banana, bed, bicycle, bird, boat, book, boy, bread, bus*

2 Next, make a list of all the verbs you can think of that start with **b**.

Examples: *bought, brought, broke, brushed, began*

3 Then make a list of all the describing words (adjectives and adverbs) you can think of beginning with **b**.

Examples: *big, brown, bad, blue, black, beautiful, busy, badly*

4 Finally, try to make a sentence with five or six of the words. You will probably need to use some words that don't begin with **b**.

Examples: *the, a, an, and, he, she*

Which pair can make the longest tongue-twister with the sound 'b'?



Unit 3

Lesson 9

AB44–46

Round up

In this unit you have practised these things:

1 Talking about which sports you would like to do or play.

What sports would you like to do?

I'd like to play tennis.

I'd like to do athletics.

2 Asking and answering questions about a timetable.

When is the advanced horse-riding class?

On Saturday from three o'clock to five o'clock in the afternoon.

3 Asking and answering questions about how good people are at sport.

How good are you at volleyball?

I'm quite good, but I'd like to practise.

I've never played volleyball. I'd like to learn.

4 Saying numbers and years.

28.28 seconds: twenty-eight point two eight seconds

1996: nineteen ninety-six

2015: two thousand and fifteen

5 Describing changes.

I used to have no friends, but now I have lots.
I used to be lazy, but now I work hard.

6 And you have …

- used information from conversations to fill in a timetable.
- performed a conversation.
- written sentences to make a story.
- practised finding information quickly in texts.
- found new words and worked out their meanings as you read.
- written a paragraph.



Bob and Basim – the ice-creams



Read the story and find the answers to these questions.

1 Where was the tennis competition held?
2 Why did Bob get an ice-cream?
3 How many ice-creams did Bob buy?

On Wednesday afternoon, we had a surprise.

'Tomorrow, we're all going to Southport,' said Rod Border. 'There's a tennis competition. It's a big event. You'll see some of the best players in the world.'

'Who's playing?' Basim asked Rod.

Rod replied. 'Well, Heyton Blewitt and Khaleel Ibrahim will be there.'

At dinner that evening, everyone talked about the tennis competition. Basim was very excited.

'I used to watch a lot of tennis. It's my favourite sport,' I said.

'Game, fourth set, Plaster!' cried the referee.

The two players had been on the court for almost three hours. It was very hot, and they both looked exhausted. I felt exhausted, too.

'I'd like a break,' I thought.



I decided to get an ice-cream to cool down.

'Will you get me one, too?' Basim asked.

'And me!' said Paul.

'Me, too!' added Hans, from behind me.

'Looks like you have a few ice-creams to buy, Bob!' said Rod. 'Since you're going, I'll have one, too.' He handed me some money.

I sighed and walked away.

I had to queue for a long time to buy the ice-creams. I was worried. I didn't want to miss the match!

I paid the ice-cream seller and hurried back. I looked for Basim and the others but I couldn't see them. The ice-creams were beginning to melt.

Then I saw Rod. He was standing up.

'Bob! Over here!' he shouted.

I climbed the steps towards him. Then, on the last step, I tripped. The ice-creams flew into the air. They landed on Rod.

Rod wiped the ice-cream off his face. He was smiling.

'Next time, I'd like to eat it, not wear it.'

Basim was laughing. So was everyone else.

'Why me?' I said. 'Why do these things always happen to me?'



Listening

Remember! Listening can be hard work. You have to do it yourself. Nobody else can do it for you.

Read these listening tips and do the examples.

Tip 1 – Look and listen for clues.

Think about what you have to listen for. Are there any clues ... in the title? ... in pictures? ... in the questions? If not, listen for clues in the text itself.

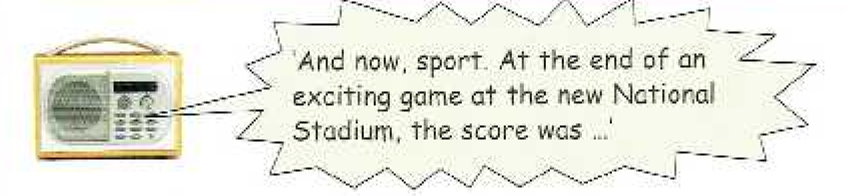


Where are the people in each conversation? What are they doing?

Tip 2 – Keep listening!

If you don't understand a word, or miss something, <u>keep listening</u>. Perhaps you can guess the word. Perhaps you don't need to know the meaning.

26 You want to know the score in a football match between Iraq and Bahrain. Listen to the radio.



Tip 3 – Write notes.

When you have to listen and write answers, you don't have time to write sentences. You need to write notes first and write the complete answer later. Make your own abbreviations. Make sure you can understand them later!

Work out this student's notes.

1 What did Mr Andrews order? fr. chick. – r. & sal. – choc. c. – app. ju.

2 What did Mrs Andrews order? gr. fish – frs. & sal. – fru. sal. – min. wat.

27 Now listen and check your answers.

Unit 4

Lesson 2

AB53

Reading

Read these tips. Use them when you next read something.

Tip 1 – Before you read

Before you start reading, look at the title of the text.

Ask yourself: *What do I know about this topic?*

Example: This is the title of an article. What do you know about it?

Cleaner streets



Tip 2 – Finding different kinds of information

Read the question or questions very carefully and ask yourself:

What kind of information do I need from this text?

- If you are looking for general meaning:
  - read the whole text quickly.
  - don't stop at words you don't know.
  - look for topic sentences.
- If you have to find facts and figures quickly, ask yourself:
  Am I looking for an adjective, a name, a number, a time?



Tip 3 – New words

Don't be afraid of new words. Perhaps you won't need to understand them. Perhaps you can work out the meaning. Look for clues in the same sentence or in other sentences.

Examples from Unit 1

I am very, very shy. I am afraid to speak to the other students. When the teacher asks me a question, I go red.

I have to share a computer with my brother. He always wants it when I need it.

Words, words, words

You will read more easily if you ...

- practise all the words you have learned in class regularly *and*
- if you learn more words by yourself.

Collect words in groups in your notebook.

- nouns: the names of food, buildings, sports.
- adjectives: to describe feelings, places, people.
- adverbs that tell you how, or how often people do things.

Try to learn five new words a day.

Speaking



Practice makes perfect.
You will only improve your speaking if you practise.
When you practise, try to remember these tips.

Read these tips and do the examples.

Tip 1 – Reading aloud

When you read aloud, remember these things:

- You want someone to hear you, so always speak clearly.
- Try to pronounce words as you have heard them on the audio.
- Don't stop after each word. We say words in groups, so when you are saying a word, your eyes need to be on the words that come after it.

28 Listen, then read these sentences aloud.

1 It's very hot today.
2 It was very hot and windy yesterday.
3 It was very hot and windy when we went to the beach last weekend.

Tip 2 – Asking questions

- When you ask questions beginning with question words, your voice goes down at the end. Question words are:
  What? Why? Who? When? How? Which?
- When you ask other questions, your voice goes up at the end.

29 Listen to these conversations.
Then read them aloud.

The strongest parts of the sentences are underlined.
The arrows show where your voice goes up or down.

- ○ How are you? You look tired.
- ● I feel awful and I have a headache.
- ○ Have you been to the doctor?
- ● No. I'll go this afternoon.

- ○ Can I help you?
- ● When do you have swimming lessons?
- ○ Are you good at swimming?
- ● No. I'm a beginner.
- ○ The beginners' class is at 10 o'clock on Saturday morning.

Unit 4

Lesson 4

AB54/55

Writing

Remember all these writing tips.

Tip 1 – Check your writing.

After you have written a draft, check these things:

- spelling
- punctuation
- wrong words
- missing words

Then write a final, correct copy in your best handwriting.

Tip 2 – Paint a picture.

When you write a story, try to paint a picture. Use adjectives and adverbs so that the reader can see what happened.

Choose your words carefully.



Tip 3 – Make your writing interesting.

When you write a story, a postcard or a letter, try to make it interesting for the reader.

How can you do this?

- Try to think of things that will be interesting to the reader.
- Try to make your reader laugh or smile.
- Write about your own feelings.

Tip 4 – Organize and plan each paragraph.

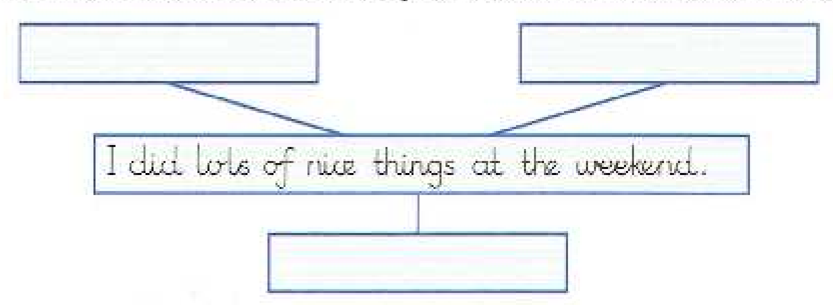
Topic sentences

It is a good idea to begin a paragraph with a topic sentence – a sentence that says what the paragraph is about.

Example: My weekend

Topic sentence: *I did lots of nice things at the weekend.*

Next, make notes about what you did at the weekend in a diagram like this:



Write notes about each thing you did on a separate arm. Of course, if you did more than three things, draw more arms. Next, number the notes in the best order, for example, in the order you did the things. Then write your draft.

AB54/55B/C

Old ways of sending information

Read and use the pictures to work out the meaning of these words:

horse lighthouse flag drum smoke signal pigeon



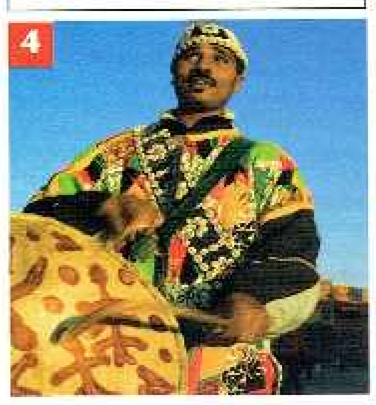
In the Arab world, men used to ride for hours carrying messages. When one horse was tired, they got another one. This messenger service started in 670. It was called Albarid.



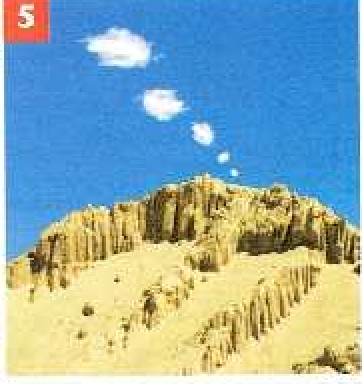
People used to build lighthouses near the sea. The lighthouses warned ships of danger.



People used to send messages using flags.



In Africa, people used to use drums to send messages.



Americans used to light fires on the tops of mountains and send messages using smoke signals.



People used to use pigeons to carry messages from Egypt to Syria. A good pigeon could fly from Cairo to Damascus without stopping.

Now talk about these questions:

1 When was the best time to use lighthouses – day or night? Why?
2 How did pigeons know where to take their messages?
3 Which of these methods was … the fastest? … the slowest? … the safest?
4 How many modern ways of sending information can you think of?



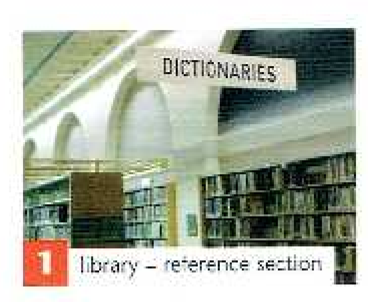
Unit 5

Lesson 2

AB64
31

Accessing information

Why would you go to these places?



1 library – reference section


2 internet cafe



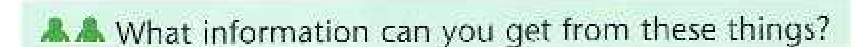
3 information desk

Now read and check your ideas.

Most libraries have a reference section. You can't borrow the books in a reference section: you have to use them in the library. If you want to know where Berlin is, you can look it up in an atlas. If you want to learn about Saladdin, you can use an encyclopedia.

In some towns, there are internet cafes. If you need to use the internet, you can go to an internet cafe and pay to use a computer. You can talk to your friends on social net-working sites, read the news or look at blogs.

Travellers can get information from the information desk at an airport or from a tourist office in a town. They can find out about hotels, buses and taxis. They can also get local maps and find out about interesting places to go and things to see.


What information can you get from these things?


1 newspaper




2 dictionary



3 radio



Discuss in pairs. You need information about the things in the box. Where can you find it?



- how to grow plants
- a big world event
- the time of sunset
- the population of India
- when the museum is open
- the meaning of *encyclopedia*

Working out meanings

Read these tips and do the tasks.

Dictionary tips

We need dictionaries to find the meanings of words and to check their spelling. Remember:

1 All the words in a dictionary are in alphabetical order. To find a word quickly, you need to know the alphabet very well.

Who can put these words into alphabetical order the fastest?

bus	bag	book	boy	bicycle	blue
bright	but	box	belt	build	better

2 It is also important to know the meanings of the abbreviations below.

(n.) (v.) (adj.) (adv.) (pron.) (prep.) (conj.)

Work out what the abbreviations mean. Then find an example of each in this sentence:

The black horse ran fast, so it won the race easily.

3 A word can have more than one meaning, and you will find all of them in a dictionary. It is important to choose the correct meaning.

Read this dictionary entry. Find the correct definition for *bank* in each of the sentences a–d. Is it a noun or a verb?

bank (n.) 1. a place where you keep money. 2. a piece of ground higher than the ground around it. 3. a piece of ground next to a river. 4. a piece of ground, usually sand or rock, in the sea near or above the top of the water.
bank (v.) 5. to keep money in or put money into a bank. 6. to turn a plane left or right.





a) He sat on the grassy bank and put his feet in the water. ☐

b) The plane banked to the left as it got near the airport. ☐

c) He wanted to see better, so he walked to the top of the bank. ☐

d) She banks her money twice a week. ☐

Do you have an English learner's dictionary? If not, you should get one.



Unit 5

Lesson 4

AB68–70

From Cairo to Baghdad

Read the text and look at the pictures. How long does it take for an article to get from a reporter in Cairo to a reader in Baghdad?





1 On Monday morning, an article is written in Cairo.



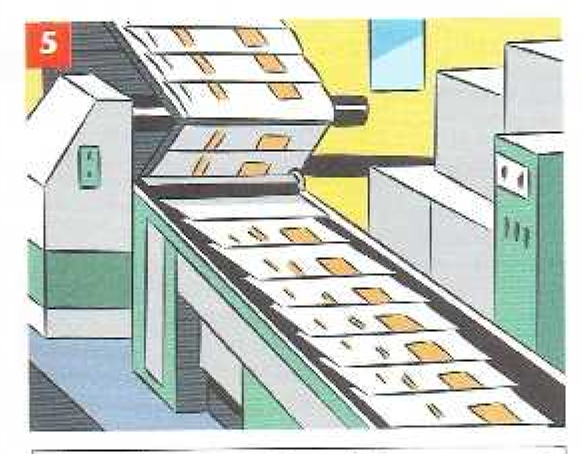
2 Next, it is sent by email to a newspaper office in Baghdad. This takes less than a minute.



3 When the article arrives, it is read by an editor.



4 If the editor likes the article, it is edited and inserted into the newspaper.



Then it is sent to the printing press and at night, the newspapers are printed.



Early on Tuesday morning, the newspapers are sent to the shops.



When the shops open, the newspapers are sold.



Finally, the article is read!



Active and passive

A reporter writes an article in Cairo. — **active**

An article is written in Cairo. — **passive** Notice we don't need to add 'by a reporter'.

Next, she sends it to Baghdad. — **active**

Next, it is sent to Baghdad. — **passive**

When we say what people and things do, we use active verb forms like *write* and *send*. When we say what happens to people and things, we use passive verb forms like *is written* and *is sent*.

To form the present passive, use the verb *be* + past participle of a verb.

Books are sold in Al Mutanabby Street.

Find more passive verbs in the text. Are there any active ones?



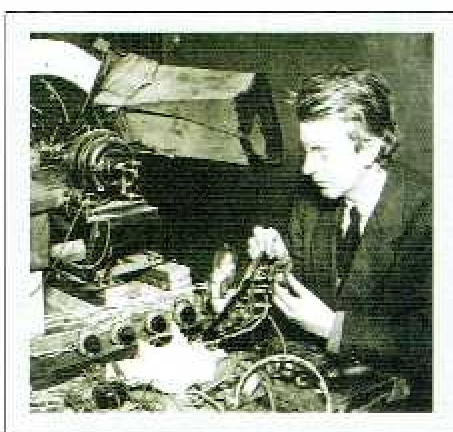
Great inventions

Do you think the page below comes from:
(a) a dictionary, (b) a story book or (c) a reference book?

Scan the first paragraph and quickly find the answers to these questions:

1 Who invented television?
2 What was his nationality?
3 When did he invent it?
4 Is he alive or dead?

Now ask and answer about the radio.



John Baird, *1888–1946*

In London in 1926, Baird, a Scottish inventor, was the first person to show pictures on a television screen. The pictures were not very good and they did not move. In 1927, however, he was able to send moving pictures from London to Scotland using telephone wires. The following year, he sent pictures to America using radio waves. Baird continued working and, finally, he helped to develop colour television.



Guglielmo Marconi, *1874–1937*

After the invention of the telephone by Alexander Bell (1847–1922), inventors worked on radio waves instead of electric signals to carry sound. Marconi, an Italian, was the first to do this. In 1896, he sent a radio message over a distance of more than 1.5 kilometres. The following year, he sent a message from land to a ship at sea, a distance of 29 kilometres. Finally, in 1902, he sent a radio message from America to England.





Past active	Past passive
Marconi invented the radio.	The radio was invented by Marconi.
Baird showed pictures on a television screen.	Pictures were shown on a television screen by Baird.

Telephones

Look at the pictures. Which of these kinds of telephones have you used?


1 landline phone

2 mobile phone

Read the texts. Find the advantages and disadvantages of each kind of phone.

A landline phone sends and receives signals through a wire. The wire is called the landline. All landlines are connected, so you can phone people all over the world. Landline phones are less useful than mobile phones, because they can only be used in one place. However, they are often more reliable.


a modern smartphone


mobile phone mast

A mobile phone does not need a landline, because it sends signals to a special mast using radio waves. The mast sends the radio waves to another phone. There are mobile phone masts in most places, so mobile phones can be used almost anywhere. Many mobile phones can also be used to take photographs, play music and access the Internet. These are called *smartphones*.



Present passive with *can*

Landline phones can be used in one place.
Mobile phones cannot be used without batteries.



Making telephone calls

Talk about some of the things to do and not to do when you are making an important telephone call.

Now read these pieces of advice. How many did you talk about?

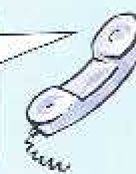
Speak up! by Susan Ayad, Grade 8

Do introduce yourself. Always say who you are.

Don't wait for the other person to ask who you are. It is not polite.

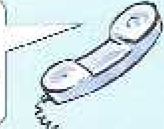
Do say why you are calling.

Don't start before the other person knows what your call is about.



Do think about what you want to say before you make the call.

Don't waste time trying to think of things as you speak.



Do speak slowly and clearly. Remember that the other person can't see you.

Don't speak too fast even if you are nervous.



Anas has a stomachache. He needs to see a doctor. He rings the medical centre to make an appointment.

32 Listen to Anas on the telephone and look at Susan's advice. What does he do wrong?

Some things you can say

Anas Abdullah here.

Anas Abdullah speaking.

I'm calling about ...

I'd like to make an appointment, please.

Some things you can hear

I'm sorry. Could you repeat that, please?

Can you spell that, please?



Round up

In this unit you have practised these things:

1 Using the abbreviations in a dictionary entry.

and (conj.) is used (1) to link words and (2) to link clauses.
My mother and father are at home.
I came here in 1990 and I have lived here ever since.

Do you remember what these grammatical abbreviations mean?
(v.) (n.) (adj.) (adv.) (prep.) (pron.) (conj.)

2 Forming and using the passive.

a) **Present passive:** *is/are* + past participle of a main verb
The article is written in Cairo. It is edited in Baghdad. Then it is printed in newspapers the same night. They are sold in the shops the next day.

b) **Past passive:** *was/were* + past participle of a main verb
Radio was invented by Marconi.
Pictures were shown on a television screen by Baird.

c) **Present passive with *can*:** *can* + *be* + past participle of a main verb
Mobile phones can be used almost anywhere.
In remote places, landline and mobile phones cannot be used.

3 Making telephone calls properly.

- Always say who you are.
- Say why you are calling.
- Speak slowly and clearly.

Layla Ahmed here.

I'm calling about tomorrow's flight to Bahrain.

The other person can ask:

Can you spell that, please?

I'm sorry. Could you repeat that, please?

4 And you have …

- listened to people asking for advice on where to find information.
- listened for mistakes made by someone making a phone call.
- practised telephone conversations.
- practised working out meanings without using a dictionary.
- read texts quickly to find particular information.



Unit 5
Lesson 10
AB74/75
34

Bob and Basim – the ants



Do you remember what happened to Bob in the last story?

Read the story and find the answers to these questions:

1 Where were the boys going?
2 How do you know Bob was still tired?
3 What did Bob sit on?

'Right, boys. Wake up. It's nearly five o'clock,' Jim Cooper shouted.

We had to get up early because today we were going for a walk in the mountains. Jim was our guide.


Bob yawned. Paul was asleep.

We got into the camp bus.

'Right, boys,' said Jim. 'It's nearly two hours' drive, so make yourselves comfortable.'

'Let's sing,' said Hans.

'Let's go back to sleep,' said Basim. I yawned. Paul, Chuck and Aziz were already asleep.

The bus stopped at the end of a dusty road.

'We're here,' said Jim. 'Everyone out!'

We walked for quite a long time along a path through a forest. We crossed streams and climbed over rocks. We saw flowers and birds of every colour.

'They're beautiful. Really beautiful,' said Basim.

'I've never seen colours like that,' said Paul.

'I have,' said Aziz.

'Gee!' said Chuck.



A mountain stream with rocks

'Right, boys. Time for lunch,' said Rod.

Everybody sat down and took out their sandwiches. Cheese and tomato. I sat down on a rock. I picked up a sandwich. It was covered with little animals. 'Ouch!' I screamed. 'Something has bitten me! Ouch! Ouch! Ouch!' More bites.

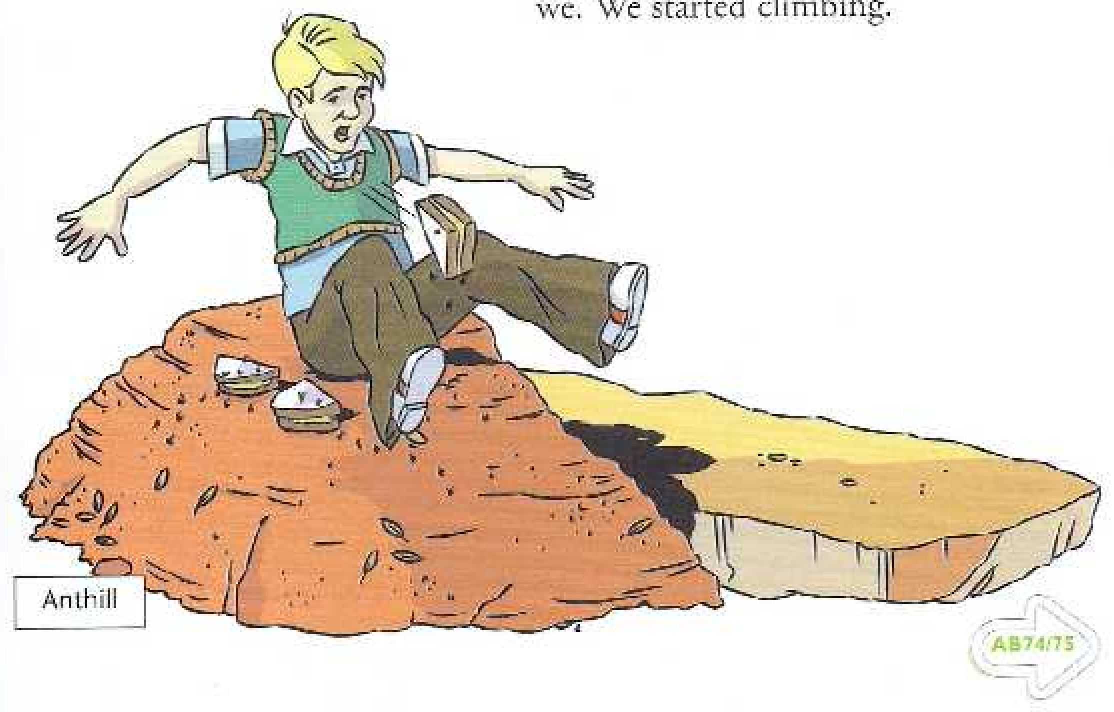
'You're on an anthill,' said Basim. 'Move!'

I moved quickly. 'Why me? Why do these things ...,' I said.

'... always happen to me?' said the others.

'I didn't know that ants liked cheese and tomato,' said Basim.

The ants finished lunch. So did we. We started climbing.



Anthill

AB74/75

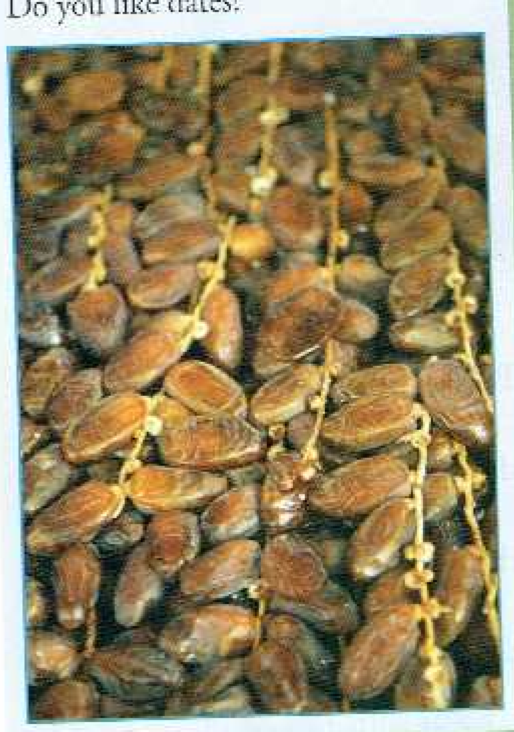
Project

2

Amazing dates

a gift from Iraq to the world

Do you like dates?



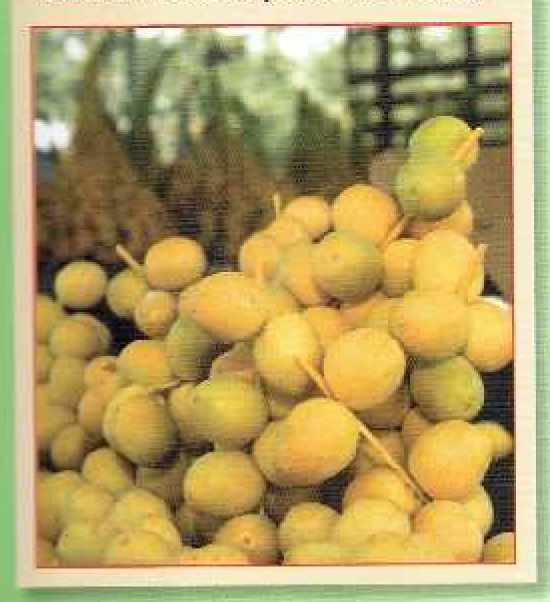
The date palm is the national tree of Iraq.



One of the largest date palm plantations in the world grows on the Shatt-al-Arab in Basra. It is thousands of years old. This is probably where people first looked after date palms.



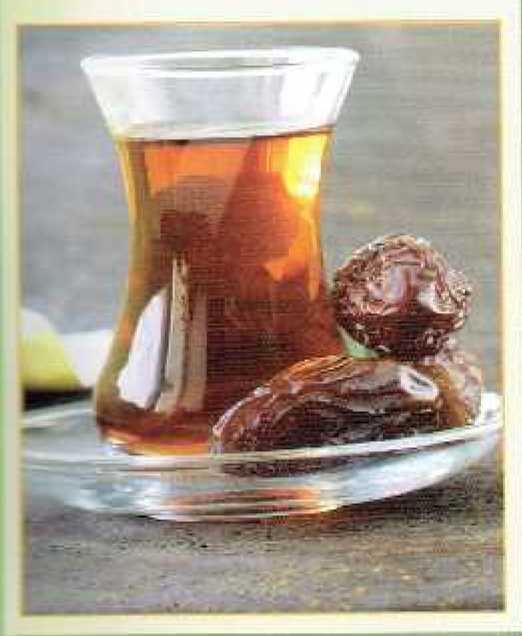
There are many varieties of date. *Barhi* dates are among the best. They are delicious when they are still crunchy.



Dates are used to make many traditional Iraqi dishes, including *kleicha*. There are some recipes for *kleicha* that are thousands of years old! People wrote down the recipes on stone tablets.



Dates are very sweet, so they are good to eat with a cup of strong tea or coffee. If you are feeling hungry, eating a few dates will make you feel better. Dates are traditionally eaten to break the Ramadan fast.



Dates can be used to make sweet syrup. Date syrup is used to make traditional Iraqi *halwa*.



MADGOOGA

a traditional Iraqi recipe

INGREDIENTS



dates
2 cups



sesame seeds
1 cup



ground cardamom
1 teaspoon

EQUIPMENT



frying pan



plate



pestle and mortar

METHOD

1 Toast the sesame seeds in the frying pan until they smell good. Don't let them burn! Take them out of the pan and leave them to cool.
2 Grind the sesame seeds in the mortar.
3 Add the dates and cardamom to the mortar. Grind the mixture into a paste.
4 Use your hands to roll small pieces of the paste into balls. Roll them in some more sesame seeds. Put each finished madgooga on to a plate.
5 Enjoy!



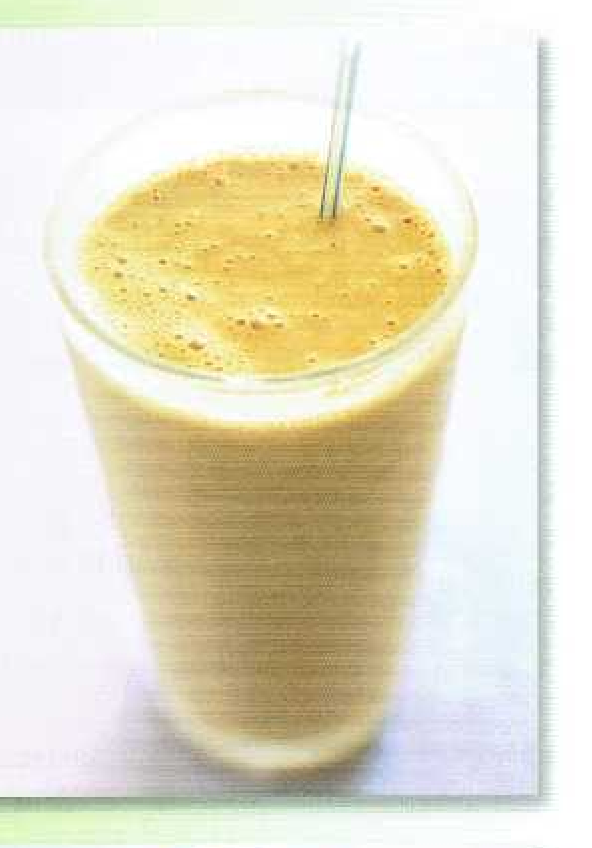
Madgooga

My favourite…

Samir

My favourite drink is date milkshake. It's very simple to make. You put some dates in a blender with some milk, ice and cinnamon. It's delicious!





Layla

My favourite snack is date and walnut cake. My mother makes it every week. She mixes dates and walnuts with eggs, sugar, butter and flour. She adds spices, too. When the cake is cooked, she pours date syrup on it. Yummy!





Write about your favourite food or drink for the school magazine.

Unit 6

Lesson 1

AB78

36

What do they do?

36 Listen and read the descriptions. Then match them to the pictures.

A
A **businesswoman** works in an office and runs a business. She is very good at working with money.

B
A **pilot** flies a plane and takes people to different countries. He or she has to wear a uniform.

C
An **architect** plans and designs buildings. He or she works in an office.

D
A **mechanic** works in a workshop or a garage and repairs people's cars.

E
An **engineer** works outside or in an office. He or she designs, builds or repairs machines, roads and bridges.

F
A **shop assistant** works for a shopkeeper or shop owner. He or she helps customers, the people who want to buy things in the shop.

G
A **firefighter's** job is very dangerous. He or she puts out fires and saves people. A firefighter has to wear special clothes.

1


2


3


4


5


6


7


Talk about the pictures like this:

Number 1 is a/an ...



Two jobs

Read the two paragraphs. Find the words in the blue box and match them to their meanings.

1 hard-working
2 university, college
3 to study
4 subjects
5 clever

(a) things you learn at school
(b) places to study
(c) the opposite of lazy
(d) to spend time learning about something
(e) quick to learn and understand

Dr Salwa works in a hospital. She takes care of sick people and makes them better. She is very hard-working. She usually works eight hours a day, but she sometimes has to work twelve hours. At school, she was very clever and good in all subjects. After school, she went to university. She had to study for six years. She likes being a doctor because in this job she can help people.



Hanan is an office manager. She answers phone calls and she sends and receives emails on a computer. She usually works every day from 8 a.m. to 2 p.m., but she sometimes has to work in the afternoon. Sometimes she has to go to different countries. Her best subjects at school were mathematics and English. After school, she went to college to study business administration. She had to study for four years. She enjoys her job because she meets a lot of different people. She also enjoys travelling.

Now answer the questions in your Activity Book.



Unit 6

Lesson 3

AB81–82

38

A day in the life of a firefighter

Firefighter Mazin talked about a day in his life. He began like this:



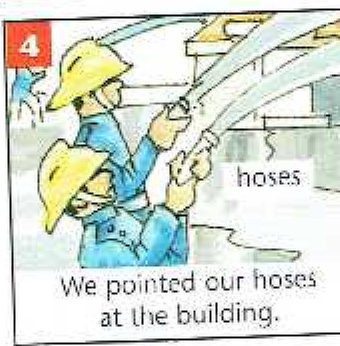
Use the pictures to tell the rest of the story of his day.



I checked my equipment.







We pointed our hoses at the building.

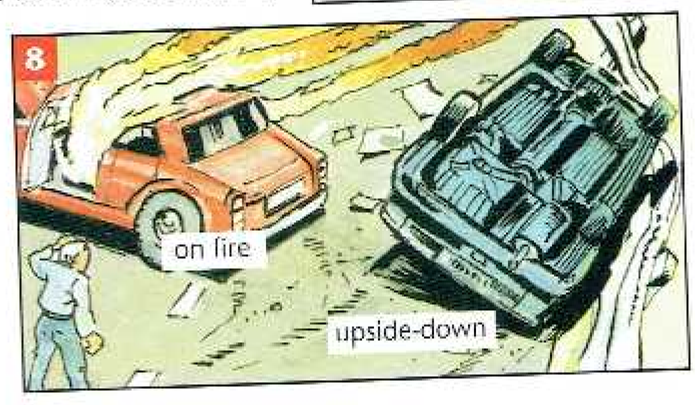


We went into the building.



We saved all the people.





What do you think happened next?



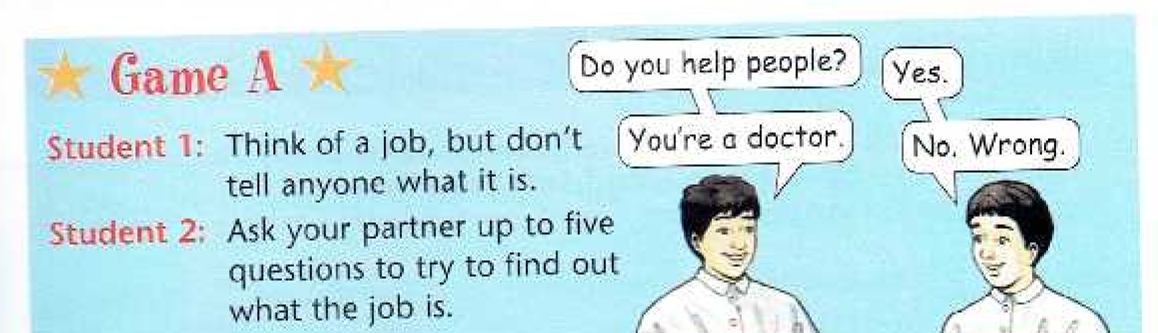
Now do the exercise in your Activity Book.

What's my job?

Read these instructions for playing games.

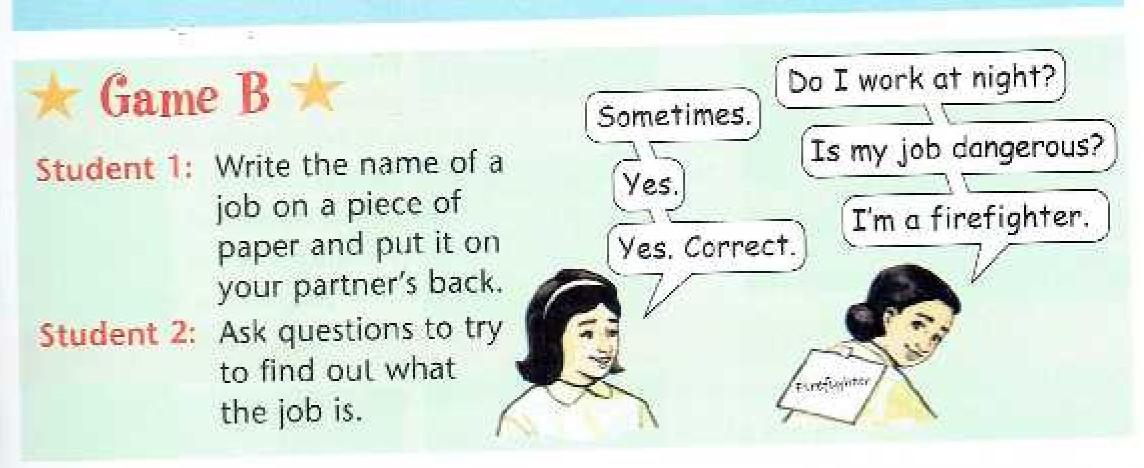
Game A

Student 1: Think of a job, but don't tell anyone what it is.
Student 2: Ask your partner up to five questions to try to find out what the job is.



Game B

Student 1: Write the name of a job on a piece of paper and put it on your partner's back.
Student 2: Ask questions to try to find out what the job is.



Game C

Student 1: Think of a job and five things you can say about it.
Student 2: After each sentence, try to guess what the job is.

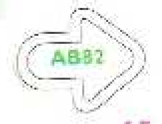


39 Listen and answer these questions.

1. Which of the three games do you hear?
2. Which of the jobs in the box do you hear?
3. Which ones are not in the box?

architect artist bus driver cook doctor
editor farmer firefighter mechanic
nurse park-keeper engineer photographer
pilot policewoman reporter secretary
shepherd shop assistant singer teacher

Now play the games.



Unit 6

Lesson 5

AB83–85

40

A school timetable

This is a timetable for students at a school in England.

How is it different from yours?

Timetable – 2nd Intermediate

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30	English	History	Maths	RE	History
9.15	Maths	Science	English	French	Maths
10.00	Break				
10.15	Geography	Music	Science	English	Geography
11.00	PE	English	IT	Maths	English
11.45	RE	Maths		History	French
12.30	Lunch				
1.45	Art	French	Sport	Home Economics	RE
2.30		Geography			Science
3.15	End of day				

IT = Information Technology; Maths = Mathematics; PE = Physical Education; RE = Religious Education

40 Listen to some students and look at the timetable. Which days are they talking about?

Now ask and answer questions.

AB83–85A–E



What are they going to be?

Read about Firas and Halla and answer these questions.

1 What do they do in their spare time?
2 What are they going to be when they finish school?

Remember!
Look at the pictures first. What do you think the answers will be?

Firas is seventeen. His favourite school subjects are history, geography and art. He loves animals. Every Friday he goes to the zoo. He takes photographs of birds and animals. Sometimes he has to wait for a long time to take a good photograph, but he is very patient. His favourite animal is the peacock. Next year he is going to take his last school exam. If he passes, he is going to go to university to study animals. He wants to be a zoologist.





Halla is eighteen. Her favourite school subjects are biology and chemistry. She is also very good at English and physics. She is interested in helping people. She is very kind and friendly. Sometimes, she visits a hospital. Some patients have no visitors. Halla takes flowers to these patients and sits and talks with them. At school she works hard because she does not want to fail her final school exam. When she finishes school, she is going to be a doctor.

Work with words.

1 Look at this dictionary entry. Which meanings of *patient* can you find in the texts?
2 What do you think to *take*, *pass* and *fail* an examination mean?

patient (n.) somebody who is taken care of by a doctor.
patient (adj.) able to wait for a long time and stay calm without getting angry. *She is very patient with young children.* ⇨ **patiently** (adv.) *He waited patiently for the bus.*



be + going to + infinitive

Halla is going to work in a hospital.

We use *be + going to +* infinitive to talk about the future when we know **for certain** what is going to happen.



Unit 6

Lesson 7

AB86–88

Career plans

Find the answers to these questions as quickly as you can in the four texts.

1 Who thinks they are
(a) friendly?
(b) hard-working?
(c) patient?

2 Who is good at
(a) science?
(b) mathematics?
(c) French?
(d) geography?

3 Who is going to go to
(a) vocational school?
(b) university?

Sara



I am fourteen years old. I think I am quite friendly and hard-working. I passed all my exams last year. At school, I am good at languages. I am very good at English and French. I am not very good at science. When I finish school, I am going to study French at university because I want to be a translator.

Adel



I am very hard-working and patient. I have two little brothers and they never make me angry. At the weekend, I always go and help on a friend's farm because I love working with animals. I enjoy working with horses most. At school, I am good at biology. I am going to take my last school exam next year. If I get good marks, I am going to go to college to learn how to make sick animals better. I am going to be a vet.

Khalid



I think I am quite friendly. At school, I am good at mathematics, but I am not very good at the other subjects. I am very good at making things. We have a lesson in woodwork twice a week and I love it. I make things at home as well – tables, shelves and cupboards. I'm going to go to a vocational school to train to be a carpenter.

Dania



I am very hard-working. I am also very fit and healthy because I do a lot of sport. My favourite school subjects are science and IT. I am also very good at geography and English. After school, I am going to study science at university. When I finish studying, I am going to fly to the moon in a spacecraft. I am going to be an astronaut.





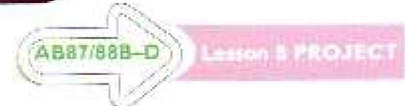
Talking about the future

What are you going to do when you finish school?

future → are, going to do; present → finish

This sentence is about the future, but we always use the present tense in the *when* part of the sentence.

Talk to your partner about your career plans.



Unit 6

Lesson 9

AB88–89

Round up

In this unit you have practised these things:

1 Saying what jobs people do.







He's **a** mechanic. He's **an** architect.

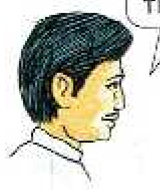
2 Talking about school subjects.



3 Describing future events and plans that are certain.











4 And you have …

- played guessing games.
- used pictures to tell a story.
- compared an English school timetable with your own.
- practised scanning – finding information in texts very quickly.
- talked and written about your career plans.



Bob and Basim – the basketball



Read the story and find the answers to these questions.

1 Where are the basketball courts? 2 What does Basim not have?
3 What is Basim's joke? Why is it funny?

'It's going to hurt for a few days,' said the nurse. I was in the clinic for the ant bites. 'Try to think about something else.'

Basim and Paul were waiting for me.

'Let's go to Southport park,' Paul suggested. 'We have two hours before our bus leaves for the camp.'

'OK,' I said. 'But don't mention insects!'

When we got to the park, there were lots of people playing basketball on the public courts.

'I wish I had my trainers,' Basim said. 'I want to practise!'

'You're sport-crazy, Basim,' said Paul, laughing. 'Do you ever think about anything else?'

Basim laughed, too. He was a bit embarrassed. 'Sorry,' he said. 'I love basketball. I want to be a basketball player.'

'I thought so!' said Paul. 'When I'm older, I'm going to be a doctor.'

'A doctor?' I said. 'Really? You'll have to study for such a long time!'

'I don't mind. I enjoy studying,' said Paul. 'What about you, Bob? What are you going to be?'

'Bob wants to be an entomologist!'* laughed Basim.

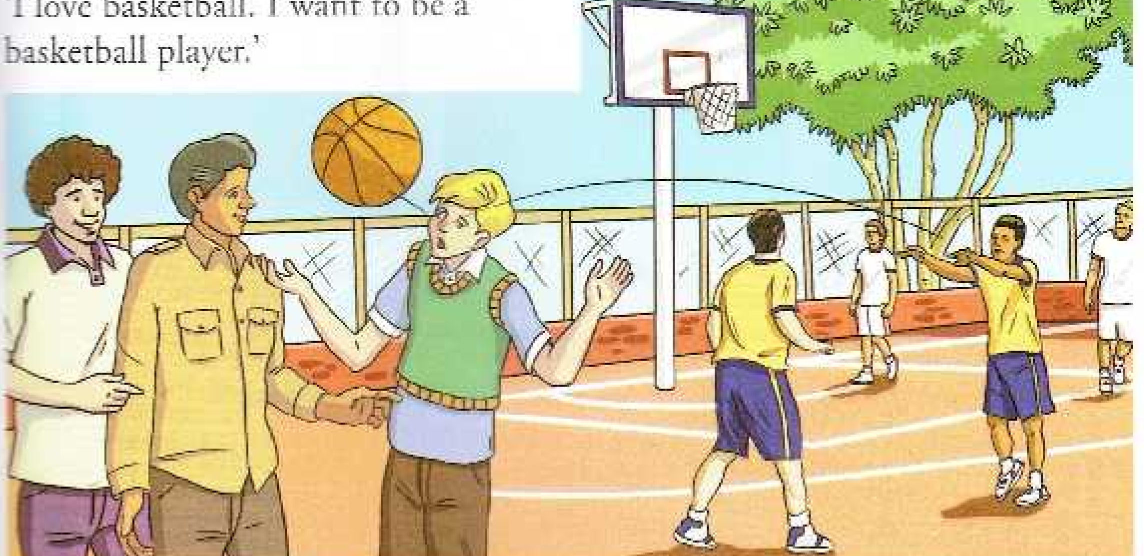
'Very funny,' I said.

Suddenly a basketball flew through the air. Basim ducked. I didn't. It hit me on the nose.

'Ouch!' I said. 'Why me? Why do these things always happen to me?'

Basim and Paul didn't say anything. They just laughed.

*An entomologist is a person who studies insects.





Unit 7

Lesson 1

AB95

World problems

Read these newspaper headlines from around the world and match them to the pictures.



1 Germany

World getting warmer, scientists say

2 Kenya

Sixteen elephants found dead

3 Japan

Air pollution a danger to young and old, doctor warns

4 UK

Litter drowns town!

5 USA

Oil kills thousands of sea birds and pollutes beaches

6 France

Waste from factory pollutes town's water supply













Talk about these questions.

What do you know about these problems?
Do you know the reasons for them? What can we do about them?



Newspaper headlines are usually not complete sentences.
Which words are missing?



How can we help?



Sara was very upset when she read this article. Read it and find out why.

Send a child to school for 100 dollars!

In many African countries, people have to pay to go to school. Unfortunately, many parents are too poor to do this, so their children must go without education. This is very bad for their future and for the future of Africa. Did you know that just 100 dollars will pay for one African child to go to school for a year?

43 Listen and read. What did Sara and her friends decide to do?

Noora: We should do something.
Sara: No. We must do something. But what?
Dalia: We must collect money to send some children to school.
Layla: I know! Let's have a bring-and-buy sale.
Dalia: What's that?
Layla: Everyone brings something to be sold. And everyone buys something.
Noora: That's a great idea. We can advertise it in the school magazine.
Sara: Wonderful! I have some CDs. I'll bring those.
Dalia: I can help. I'll bring some plants. I grow them in our garden.
Layla: And I have lots of clothes.
Noora: I'll bake some cakes.
Sara: Wait! Wait! Where are we going to have this sale?
Dalia: In the school playground, I hope. Let's go and ask the headmistress.
Layla: Good idea.



should* and *must

We use *should* to give advice.
Example: You should work harder. You'll get better marks in your exam.

Must is stronger than *should*. It means *have to* or *have got to*.
Example: You must work harder. If you don't, you'll fail your exam.

Find examples of *must* on the page.



Animals in danger

Read about these animals and find two reasons why they are in danger.



Snow leopard

The fur of this beautiful animal is grey with biggish black spots and much smaller spots. Nobody knows exactly how many there are, but there are very few. It is hunted for its fur.



Ibex

This mountain goat is hunted for its horns. They are 70 to 140 centimetres long. Its coat is reddish brown to greyish brown. If it is not protected, it will soon disappear.



Blue whale

This is the largest animal alive today. It is 29 metres long. Whales were hunted for their oil and almost disappeared. Now they are protected.



Golden toad

The male is bright gold in colour. The female is much darker. People are draining water from the places where they live. When the water goes completely, the golden toad will disappear.



Tiger

The tiger has beautiful yellow and black fur. It looks like the sun shining through trees and helps the tiger hide in the forest. There are now fewer than 4,000 tigers in the wild, because tigers were hunted for their skins.

Which animals were killed to make three things in this room? What do you think about this?



Look at the pictures. Where do you think the animals live?

I think the golden toads live in the wetlands.

Toads live near water.

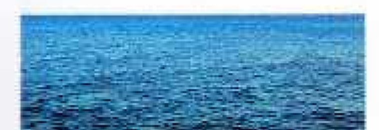




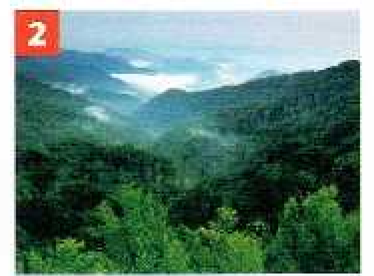


I agree. I think you're right.





1 Sea



2 Mountain forest



3 Wetlands



4 Desert



5 Forest



6 High, cold places



Agreeing	**Disagreeing**
I agree.	I disagree.
You're right.	I think you're wrong.



Unit 7

Lesson 4

AB98

Please keep the rivers clean

Read the text and match the paragraphs to these topics.

a) What needs to be done
b) Water in Iraq
c) The solution
d) Water pollution in rivers



Iraq, with its two great rivers running the length of the country, is unable to provide drinking water for most of its people. There are a lot fewer fish than there were before.

The two rivers are polluted with sewage, rubbish and industrial waste. Millions of tons of waste go into the rivers and streams every year. This destroys the natural habitats of the wildlife and damages our beautiful rivers. It also causes huge damage to health.

The river water must be safe for drinking, fishing, swimming and boating. We can make our rivers safer and healthier for wildlife and people. In fact, everyone should do something to keep the rivers clean. First, we must stop littering. We can make teams of volunteers to pick up the rubbish along the banks. The river will clean itself if we stop littering. Then, we can also lead river clean-up efforts. People can force the government to do something to stop sewage and waste from factories, hospitals and power stations flowing into the rivers.

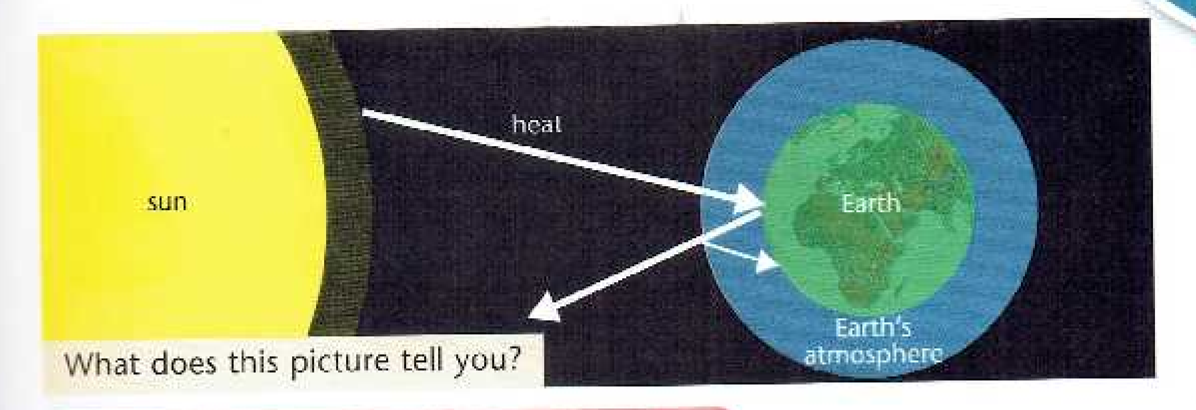
Remember – you are the solution to river pollution. If we want to have clean rivers, we must have clean minds.

Find words in the text that match these definitions.

- a person who does a job without pay
- to add harmful things to water, etc.
- to drop rubbish
- places where animals live



A warmer world



What does this picture tell you?

Read an interview with a scientist. Find some results of a warmer world.



Is the world getting warmer?

Yes, it is.

Why is this happening?

There may be other causes, but it is mainly our fault.

Why is it our fault?

We're burning fuels like coal, gas, oil and wood. And we're driving cars.

I don't understand.

All these produce gases that trap heat in the Earth's atmosphere.

If the world gets warmer, what will happen?

The ice caps will melt, so the sea level will rise. This means some land will disappear. Also, it's possible that the weather will change.

In what way?

We might have hotter summers and wetter winters. In some hot countries, there may be less rain, and some farmland might become desert.

Will all this happen soon?

Some things are already happening, but others may take 30 or 40 years.

Can we stop it happening?

We can if we want to.

What can be done to stop the world getting warmer? Do you think it should be done? Do you think it will be done?



may* and *might

We use *may* and *might* to say there is a chance that something is true or that it is possible something will happen. Both are used to talk about the present or future. *Might* is less certain than *may*.

Examples: I may not be at school tomorrow.
It might be too windy to go sailing this afternoon.

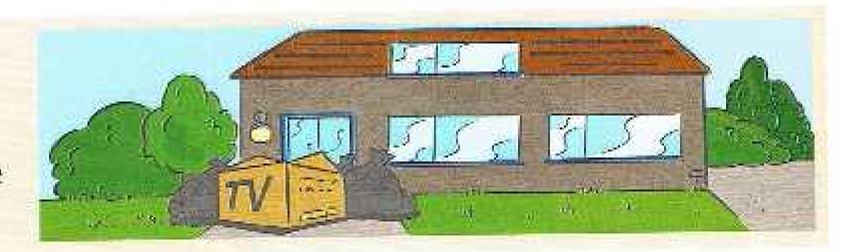
Now do the exercises in your Activity Book.



Unit 7
Lesson 6
AB99
46–48

Throwing things away

The Carter family bought a new TV. They put the empty box outside to be collected.



Use the pictures to tell the story.

















What do you think happened next?



Now do the exercise in your Activity Book.



Work it out!

The people in these pictures are being wasteful.
What reasons do you think they give?
What do you think a careful person says to each of them?



48 Now listen and check your ideas. Write notes in your Activity Book.

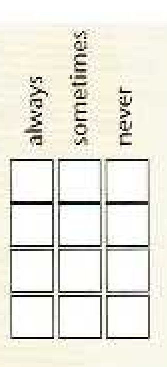


Waste not, want not!

This is an English saying.
Is there an Arabic saying like this?

Are you wasteful? Answer these questions. Be honest! Do you …

- leave the water running when you brush your teeth?
- switch off the light when you leave a room?
- leave food on your plate?
- throw away things when there is nothing wrong with them?

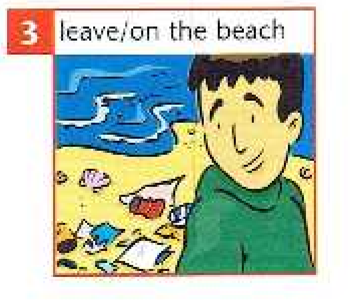


Tell these people what to do.









Unit 7

Lesson 7

AB100

The moving desert

Read the newspaper article and answer these questions:

1 What are the main causes of the moving desert?
2 What is the good news?

THE MOVING DESERT

The moving desert is a danger from which many countries around the world suffer. It is caused by social, political, economic or natural factors. It harms both the environment and the people who live there. It damages all aspects of life and is a challenge to many in Iraq.

Thousands of donams* in Iraq are lost every year as a result of the moving desert. This causes many problems to the environment, the economy and society. Moving sand dunes are one of these problems.

Sand storms, low rainfall, tree cutting and burning oil wells have all made many parts of Iraq a dry zone. Many fertile areas have disappeared. The desert is moving and expanding. This is happening in Al Anbar, west Karbala, west Muthanna, west Nasiriya and west Basra.

One way to stop the moving desert in Iraq is to start 'green belt' projects. There are two projects already, in west Al Anbar and west Karbala.

The marshes in the south were drained in the 1990s and very few plants survived. The wetlands turned into dust which moves when it is blown by the wind – a moving desert.

Today, the marshlands tell a different story and the picture is improving. Fresh water now flows into some of the dry areas and as a result the wildlife is beginning to return. Much of the land is now covered with water, as it was many years ago.

* A **donam** is a unit of land area equivalent to 2,500 m²





Talk about these questions.

- What do you think will happen if people don't do anything?
- What happens to the wildlife when the desert moves?
- Think of more 'green belt' projects. What else would help?

Round up

In this unit you have practised these things:

1 Reading headlines and understanding their form.

World getting warmer, scientists say	'The world is getting warmer,' scientists say.
Sixteen elephants found dead	Sixteen elephants were found dead.

2 Using *should* and *must*.

We should do something to help poor children in Africa.
No. We must do something. We have to.

3 Making offers.







4 Expressing agreement and disagreement.

I agree. You're right.
I disagree. I think you're wrong.

5 Describing possible future events.

There may be less rain.
Farmland might become desert.
It's possible that the weather will change.

6 And you have …

- listened to conversations and written notes.
- talked about world problems.
- made conversations about a bring-and-buy sale.
- used pictures to tell part of a story and worked out an ending.
- given orders to people who have dropped litter.
- read quickly to find the topics of paragraphs and to find names, then more carefully to find details.



Bob and Basim – the medals



Read the story and find the answers to these questions.

1 Who was leading the walk in the mountains?
2 Who drove the bus to get help?
3 Who pinned the medals on Bob and Basim?

One day we went on a mountain walk. Jim Cooper was running up the mountain like a goat. 'Come on, guys. Faster! Faster!' he called. Suddenly he slipped and fell.

'Aaah!' he screamed. 'My leg! It's broken!'

Chuck and Aziz found two sticks and tied them to Jim's leg.

'That's better,' said Jim. 'But I can't move. Two of you will have to go to the nearest farm and send a message. Can any of you drive?'

'I can,' said Basim. 'I drove a tractor on my uncle's farm.'



Basim and I went back to the bus. I found the nearest town on the map and gave directions. After an hour, we saw some houses.

'Stop at the first one,' I said. A young man opened the door.

'Can you help us?' asked Basim. 'There's been an accident. We have to send a message to Southport. It's urgent!'



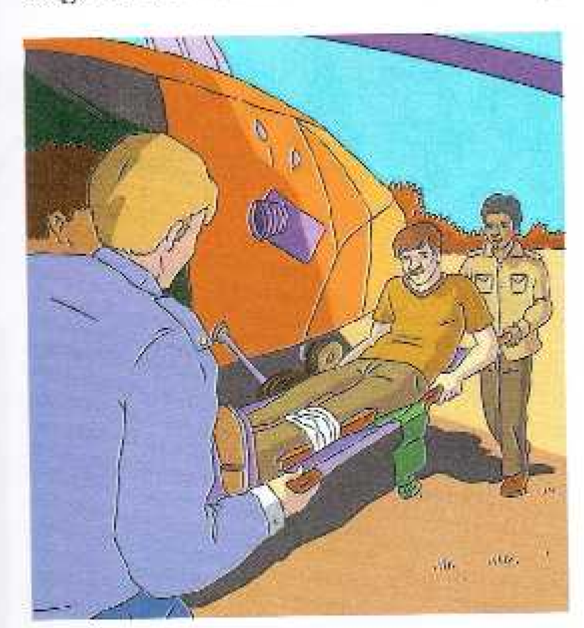
In a very short time, a rescue helicopter arrived. The pilot was Dick Bird. 'Climb in,' he shouted. 'And look out for your friends. If you see them, shout.'

'OK,' shouted Basim.

They both had to shout because there was a lot of noise in the helicopter. Five minutes later, I saw them.

'Over there!' This time I shouted.

Chuck, Paul, Hans and Aziz were waving arms and jackets like flags in the wind.



We landed. Chuck and Hans tried to pick Jim up.

'No, no,' said Dick. 'You mustn't move him. Not like that. You never know. It might be serious. We'll make a stretcher.'

Very carefully, Basim and I lifted Jim on to our stretcher. It was made from two pieces of wood and three sweaters. We carried him to the helicopter. Then we got in.

'I've been on the radio to Southport Hospital,' said Dick. 'They know we're coming.'

We left Jim at the hospital and a friend of Dick's drove us back to the camp.

'Bob! Basim!' somebody shouted. It was Rod Border. He was running towards us.

'What have we done now?' I asked Basim.

'Well done!' said Rod. 'You were fantastic. You're going to get a medal. Both of you. The WYC medal.'

The next day, everybody cheered as Rod Border pinned on Basim's medal.

'Thank you, Rod,' said Basim, smiling.

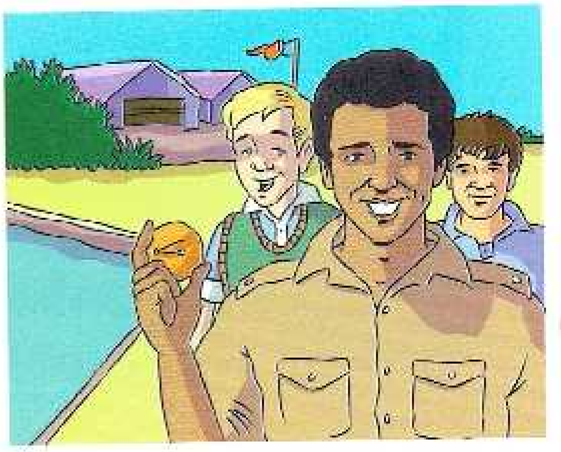
Then Rod pinned on my medal. He pressed too hard.

'Ouch!' I screamed. I thought it was the ants again. I ran. 'Ants! Ants!' I shouted, as I jumped into the pool.



'Bob,' said Basim, laughing. 'It was only this.' He was holding up the pin of the medal.

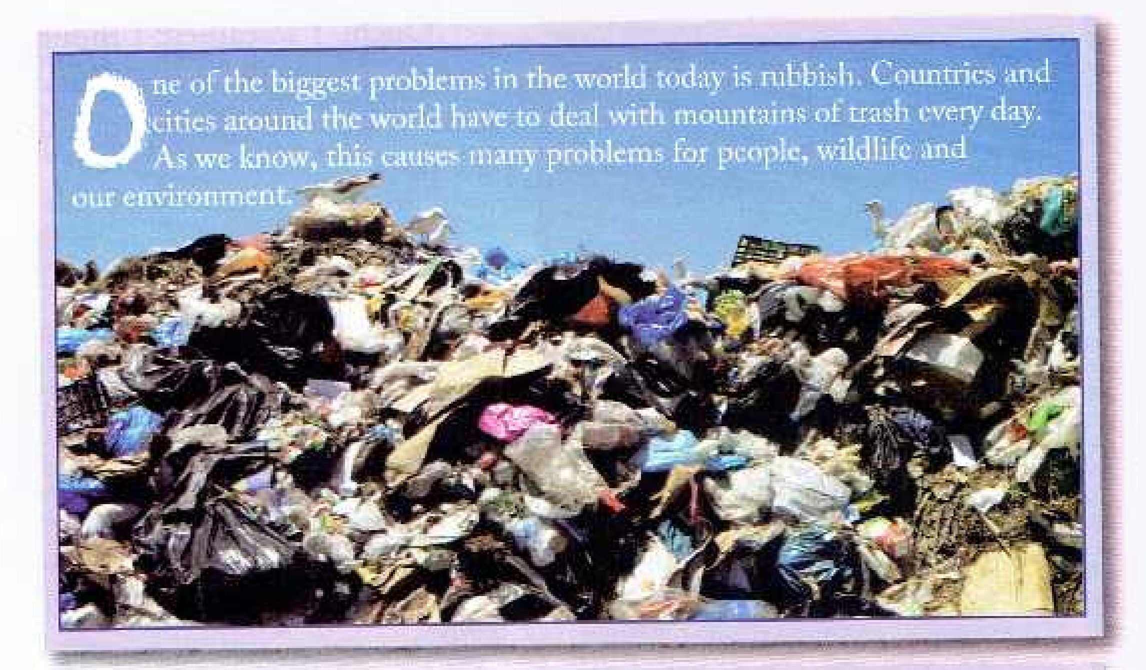
'Oh, no!' I said. 'Why me? Why do these things always happen to me?'





TURNING TRASH INTO TREASURE

One of the biggest problems in the world today is rubbish. Countries and cities around the world have to deal with mountains of trash every day. As we know, this causes many problems for people, wildlife and our environment.



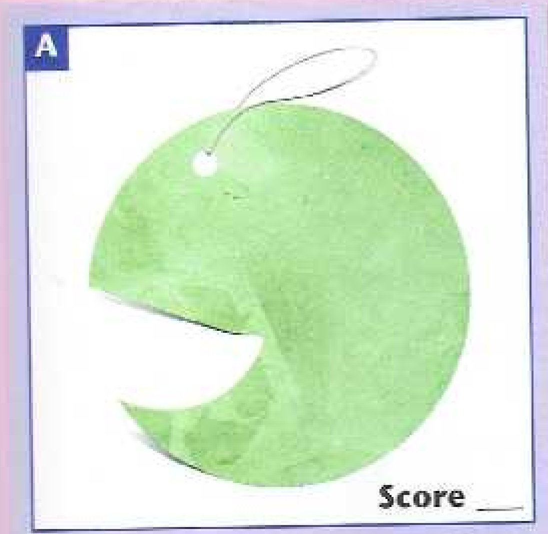


Right now, there are many ways you can reduce the amount of rubbish you and your family make. For example, you can use paper carefully and write on both sides. Try to use plastic bottles again. How can you use old newspapers? What about old clothes? Think before you throw things in the bin!

The rubbish competition

The four pictures show things people have made using rubbish. We call this *recycling*. Which do you think is the best idea? Give each idea a score – from 4, for the best, down to 1.

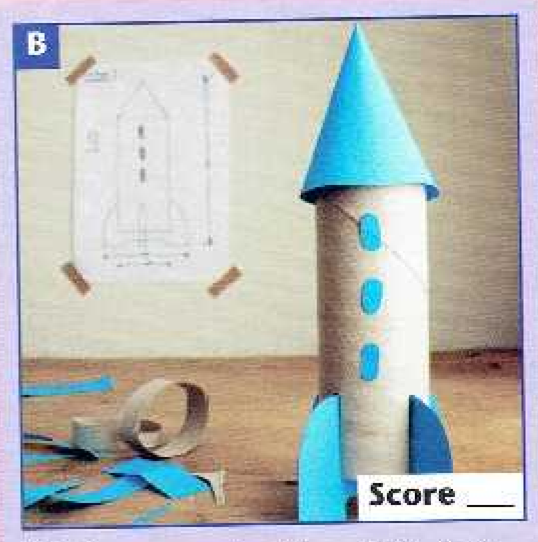
A



Score ___

This is a present tag. It is made from an old piece of paper and some string. It is cut to look like a smiley face.

B



Score ___

This is a toy rocket for a child. It is made from a cardboard tube and some pieces of blue cardboard.

C



Score ___

This is a lampshade. It is made from plastic cups and paperclips. The paperclips hold the cups together.

D



Score ___

These are covers for cushions. They are made from old jumpers, with the sleeves tied together!

Project

3

What is it?





A



Useful ✓

Not useful

This is a door in a cafe or a shop.

It is made of cans and string!

B

Useful

Not useful

____

____



C

Useful

Not useful

____

____



D

Useful

Not useful

____

____

You can reuse plastic bottles to make a new pencil case! Why not make your own?

You will need:



two plastic bottles


a fastener


scissors


glue

1 Use the scissors to cut the top off each bottle so that one stays long and the other is short.



2 Use glue to stick the fastener inside the edge of one of the bottles.



3 Glue the other part of the fastener to the inside of the other bottle.



4 Put your pencils in your new pencil case!



Look at the picture. What has the plastic bottle been used to make? Write your own set of instructions to make one.

Get together with your classmates and think of something else you can make. Write about how you would make it and draw pictures. Then make it at home, if you can!



Now, add your pieces of writing to the school magazine!

Unit 8

Lesson 3

Reading

Read the text quickly and find out what each paragraph is about. Note down your answers.

Remember!
Look for topic sentences.

A high-flying job



Muhammad has always wanted to be a pilot. When he was a little boy, he played with toy planes when other boys played with their cars and trains. He used to sit in the garden and look up at the sky, waiting for a plane to pass over his head. His father sometimes took him to the airport to see the planes.

Muhammad did very well at school. He worked hard at everything, but especially at mathematics and English because he needed these subjects to be a pilot. He knew that English is the 'language of the air', so he did a lot of extra work on English in his spare time. Muhammad got top marks in his final school exams and he was able to go to an aviation college in Germany to train to be a pilot.

Muhammad will never forget his time at the college or the people he met there. On the day when he took off on his first solo flight, he was a little nervous, but he was also excited to be flying a plane by himself. 'It was really exciting,' he told his friends afterwards. Muhammad also had to take written exams which were very difficult. However, he passed them all. 'The day I got my pilot's certificate was the best day of my life,' he said.

Now read more carefully and work out the meaning of these words:

Remember!
Look for clues in the sentence or in other sentences.

- especially
- language of the air
- aviation college
- extra
- solo
- pilot's certificate

Writing

Better writing
At the end of the year, is your writing better than it was at the beginning? Do you have any problems? What are you doing about them?

Read these tips and answer the questions.

Tip 1 – Spelling

You have to learn how to spell words for yourself. Try this:

- Look at five words in a list every night.
- Spell them aloud.
- Ask somebody to test you.

Practise writing difficult words:
Example: *friend*

Tip 2 – Punctuation

Can you answer these questions easily and correctly?

1 When do you need to use these?
- capital letters
- full stops
- question marks
- apostrophes
- speech marks

2 You also need to use commas sometimes. When?

Write this sentence correctly.
youve done well in maths english and arabic my mother said but what about history your mark is very bad

Tip 3 – Grammar

When you are checking your draft, look at the verbs and ask yourself these questions:

1 Am I writing about the present, the past or the future?

Use these words and phrases to check:
yesterday last week tomorrow now

2 Is this the right part of the verb?

Complete this text with the correct forms of the verbs.
I live (live) in Ranya, but my best friend ... (live) in Sulaymaniyah. His family ... (move) there last year. We ... (like) to meet at weekends. Last Friday, we ... (go) to the mountains with my friend's parents. When we ... (climb), a little boy ... (go) to the edge of the cliff and nearly ... (fall). My father ... (save) him. The little boy said, 'I must be more careful.'

Tip 4 – Joining words

Use joining words to show how your thoughts fit together.

Join these sentences.

1 Ameen was very sad. His grandfather died.
2 Hanan enjoys her job. She meets a lot of different people.
3 Marwa is very good at English. She isn't good at maths.

Tip 5 – Adjectives and adverbs

Use adjectives and adverbs to paint a picture. This will make your writing more interesting.

Think of nouns you can use with these adjectives.
interesting lovely exciting beautiful delicious boring friendly polite funny noisy quiet popular

Think of adverbs you can use with these verbs.
shout cry run laugh listen write swim

Transcript

Unit 1 Lesson 2

1

Listen to some boys. What are they talking about? What do they decide to do?

Mazin: Hey, Usama! Look at this.
Usama: What is it?
Mazin: A magazine. From the girls' school. It's really interesting. Why don't we start a magazine?
Usama: Mm. I don't know. It'll be a lot of hard work and …
Mazin: Well, if you're not interested, Layth will be. Layth! Have you seen this magazine from the girls' school?
Layth: Yes, I have. Good, isn't it? Why don't we start one?
Mazin: You see, Usama. I told you.
Usama: Oh, but it'll be too much work and …
Layth: Oh, come on, Usama. It'll be fun.
Usama: Oh, all right. Maybe. But who'll decide what goes into the magazine?
Layth: We'll need an editor. Just a minute! Mazin, you're good at English. Why don't you be the editor?
Mazin: You're good at English too, Layth.
Layth: But I want to be a reporter. I think you'll be a good editor, Mazin. Don't you, Usama?
Usama: Yes, great! Fantastic! Mazin is really good at English and he's good at telling people what to do.
Layth: Exactly! Come on, Mazin.
Mazin: Oh, all right then. I'll be the editor. And you want to be a reporter, Layth?
Layth: Yes.
Usama: Can I be a reporter too?
Mazin: Of course. You write very well. But I thought you didn't want to …
Usama: Well … you know …
Mazin: Right. We have an editor and two reporters. That's a good start. Now – what sections shall we have? There's a list in the girls' magazine. We don't want all these, do we?
Layth: No, no. There are too many.
Usama: Let's have articles about the school.
Mazin: I agree, but can't we have some articles about things outside the school? Like the interview.
Usama: Who'll be the photographer and take the photographs? I don't have a camera. Do you?
Tariq: Hi, everybody. What are you talking about?
Mazin: Hi, Tariq. Tariq! You have a camera, don't you?
Tariq: Yes. And I'm a good photographer. Why?

Unit 1 Lesson 4

2 *is the interview on SB6.*

Unit 1 Lesson 7

3

Check your answers.

Story 1: 1a, 2f, 3e, 4b, 5d, 6c, 7g
Story 2: 1a, 2g, 3b, 4e, 5c, 6d, 7f, 8h

4

Liz: One day last week, my, mum and I were out shopping in town. We were looking for a present for my uncle, so we went to a gift shop. Mum saw a really nice mug on the shelf. 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.' I picked it up to look at the price and spilled hot coffee all over my dress. It was the shop assistant's own mug! I was so embarrassed that I nearly died!

Wendy: Last week, my dad took my sister and me to the museum. We were looking at an old car and I wanted to ask Dad something. I turned round, but he wasn't there. 'Dad! Dad!' I shouted. I was worried. Suddenly I saw him and ran towards him. Bang! I ran into a big mirror. I still have a black eye. I feel embarrassed every time I go out.

Unit 1 Lesson 10

5 *is the story on SB15.*

Unit 1 Extra activities

6

Nadia and Maysam have to decide who will write what for the school magazine. Listen and draw lines.

Nadia: Right. The interview. We need somebody to do the interview. Would you like to interview somebody, Maysam?

Maysam: Me? No. I can't do that, Nadia. I'm doing the problem page.

Nadia: Oh, yes. Of course you are. Maysam – problem page. But we still need somebody to do the interview.

Maysam: How about Tanya? She likes talking to people. And she writes well.

Nadia: OK. Good idea. Tanya – interview. What's next?

Maysam: Um – the story. We don't have a story yet.

Nadia: Don't we? Oh dear. Well, I'll write the story. It'll be quicker if I do it. OK with you?

Maysam: Fine. But will you have time, Nadia?

Nadia: Sure. I'll do it. Nadia – story. Now – who wrote about school news last time?

Maysam: Just a minute. Um. School news – Rasha. But she doesn't want to do it

again. She told me. She wants to write a review of a TV programme.

Nadia: Well, if she really wants to, I don't mind. Rasha – TV review. But who'll do the School news then?

Maysam: I think Mona wants to do the School news this time. She asked me.

Nadia: OK. Mona – School news. That leaves just the Sports news. Who's interested in sport?

Maysam: Abla. She loves sport.

Nadia: Yes. But is she good at English?

Maysam: Abla? Of course. She's fantastic at English.

Nadia: Well, Abla it is, then. Abla – Sports news. I think that's it.

Maysam: Right. Let's go and get something to drink.

Unit 2 Lesson 3

7

In a restaurant. Listen.

Part 1

Waiter: Good evening.

Father: Good evening.

Waiter: Are you ready to order, sir?

Father: Er, are you ready, Meena ... Waleed?

Children: Yes, Dad.

Father: Yes, thank you. Meena, give the waiter your order.

Part 2

Meena: I'd like a baked potato, please.

Waiter: A baked potato. And some meat, or fish?

Meena: No, thank you. I'm not very hungry.

Father: How about a pizza?

Meena: No, thanks, Daddy. But I'd like a salad, please.

Waiter: A mixed salad? With tomatoes, lettuce and onions?

Meena: Oh, yes. That sounds lovely. And can I have a little butter on the baked potato, please?

Waiter: Yes, of course, miss. And for dessert?

Meena: I'd like some fruit salad and a little ice-cream, please.

Waiter: Fruit salad and ice-cream. And what would you like to drink?

Meena: Oh, er, I forgot about a drink ... An orange juice, please.

Waiter: One orange juice. Thank you, miss.

Father: Now you, Waleed.

Waleed: Well, I am hungry. I'd like a large burger and fries, please. And ...

Waiter: One burger and fries.

Father: You should have some vegetables, Waleed.

Waiter: The burgers come with a small salad, sir.

Father: Oh, fine.

Waleed: And for dessert, I'd like a large piece of chocolate cake and a lot of ice-cream.

Father: Not too much ice-cream.

Waiter: Chocolate cake and ice-cream – not too much. And to drink?

Waleed: Can I have a large cola, please?

Waiter: One large cola. Thank you. And what would you like, sir?

Father: I'd like some grilled fish and rice, please, with, let me see, ...

Unit 2 Lesson 4

 8

Aches and pains. Listen and look at the pictures.

Ansam: I've got toothache.

Anas: I have a stomachache.

Jameel: I have an earache.

Noora: I've got a headache.

9

Woman: What's the matter, Ansam?

Girl: I've got toothache.

Woman: Oh, dear! You should go to the dentist.

Girl: Yes, I will.

Woman: What's wrong, Anas?

Boy: I have a stomachache and I feel sick.

Woman: You shouldn't eat so many crisps in the break.

Boy: Yes, I think you're right.

Woman: Are you all right, Jameel?

Boy: No, my ear hurts.

Woman: Oh, I'm sorry. You should go to the doctor.

Boy: I've been to the doctor. He gave me some drops. I have to put them in twice a day.

Woman: You don't look well, Noora.

Girl: I've got a bad headache.

Woman: Oh, dear. Here, take these two pills with some water.

Girl: Thanks very much.

Unit 2 Lesson 5

10

Listen and answer the questions. Write notes. These girls are sick. They have gone to see a doctor.

Part 1

Doctor: Hello, Noora.

Noora: Hello, doctor.

Doctor: Now, what's the matter?

Noora: I have a pain in my ear. It really hurts.

Doctor: So you've got an earache. I'd better have a look. Let me see. Mmmm! Yes, I see. I'll put some drops in your ear. It will be better soon.

Noora: Will it hurt?

Doctor: No, of course not. It will feel cold, that's all. Just put your head on one side, please. Thank you. One, two drops. There. That didn't hurt, did it?

Noora: No, it didn't.

Doctor: Right. Now take this bottle with you and put two more drops into your ear before you go to bed tonight.

Noora: Two drops at night.

Doctor: That's right. Use the drops twice a day until your ear doesn't hurt any more.

Noora: How long will it hurt, doctor?

Doctor: Oh, only a few days. Don't worry. I'm sure your ear will be fine. But don't go swimming until it's better.

three kinds of classes: beginners, advanced and team practice. Please leave your name and address and we'll send you a leaflet. Thank you for calling.

17

Listen and repeat these words.

Voice: Beginners. *(Pause)*
Advanced. *(Pause)*
Team practice. *(Pause)*

Unit 3 Lesson 3

18

Part 1

Liz: Hello. Is that the sports centre?
Sports officer: Yes. Can I help you?
Liz: Well, I'd like to play volleyball.
Sports officer: How good are you at volleyball?
Liz: Oh, I'm quite good. I'm in the school team.
Sports officer: All right. Come on Monday at seven o'clock. It's team practice.
Liz: Thanks very much. Oh, and I'd like to learn horse-riding.
Sports officer: We have beginners' lessons on Wednesdays at five o'clock.
Liz: Thank you very much. Goodbye.

Part 2

Sports officer: Hello. Sports centre.
Dave: Hello. I'd like to do judo.
Sports officer: Are you good at judo, or do you want to learn?
Dave: I'm a beginner. I want to learn.
Sports officer: That's fine. Beginners' lessons are on Tuesdays at five o'clock.

19

Now listen and fill in some more of the timetable.

Part 1

Officer: Sports centre. Can I help you?
Girl: Yes. I'd like to join a gymnastics lesson. When is it, please?
Officer: Are you good at gymnastics, or do you want to learn?
Girl: Oh, I want to learn. I've never done gymnastics before.
Officer: Well, the beginners' lesson for girls is on Wednesday at seven o'clock.

Part 2

Boy 1: Hello. Is that the sports centre?
Officer: Yes. Can I help you?
Boy 1: Yes. I want to go swimming. Can you tell me when lessons are?
Officer: How good are you at swimming?
Boy 1: I'm quite a good swimmer. I'd like to try to join the team.
Officer: Right. Team practice is on Thursday at seven o'clock.
Boy 1: Thursday at seven o'clock. Thank you.

Part 3

Officer: Sports centre. Can I help you?

Boy 2: Yes. I want to do horse-riding lessons. I'm quite good, but I want to improve.
Officer: Our advanced lessons are on Saturdays at ten in the morning. Can you come then?
Boy 2: Yes, I can. That's fine. Thank you.

Unit 3 Lesson 4

20
Check your answers.
1f, 2c, 3a, 4d, 5b, 6e

21
Hilal: Samir. That was awful! How did we lose?
Samir: It was my fault, Hilal. I was terrible!
Hilal: You? At least you won a few points.
Samir: What? You won more points than I did. You always do. Let's face it. We're not very fit.
Hilal: I know. Other people are fitter than us. And they can run faster. They can beat us at anything.
Samir: What can we do? We have to get fitter.
Hilal: Let's have a competition. Just you against me.
Samir: Good idea! We'll have a 100 metre race, a swimming race and we'll do the high jump.
Hilal: High jump! But I jumped higher than you last week.
Samir: That wasn't in a competition. When shall we have it?
Hilal: Next weekend. Swimming, running and high jump. OK?
Samir: OK. I'll see you next weekend at the sports centre.

Unit 3 Lesson 8

22
Part 1
She sells sea shells on the sea shore. The shells she sells are not sea shells, I'm sure.

Part 2
Peter Piper pecked a pot of pickled pepper.

Unit 3 Lesson 10

23 ***is the story on SB41.***

Unit 3 Extra activities

24
Two sports officers are filling in a timetable for a special sports weekend at the centre. When are these classes? Listen and draw lines from the sports to the times.
Male: Right – shall we try and do the timetable for the Sports Weekend?
Female: I've done one. Do you want to have a look at it?
Male: Fantastic! Let me see. Now, on Saturday we have only

beginners' classes, and on Sunday only advanced classes? Is that right?

Female: Yes. And we start with karate. Karate beginners – Saturday, from ten o'clock to twelve o'clock.

Male: And the advanced class is – let me see now – Sunday, from two o'clock to four o'clock. Fine.

Female: Next, tennis. Advanced classes only. We have no beginners. Sunday evening from five o'clock to seven o'clock.

Male: No beginners at tennis?

Female: No. Everybody is advanced. But for athletics, we only have a beginners' class. That's on Saturday from two o'clock to four o'clock.

Male: That leaves just two classes.

Female: That's right. And they'll be gymnastics.

Male: No judo or swimming or horse-riding or ...?

Female: No. There's no time. So, gymnastics – beginners. Saturday from five o'clock to seven o'clock. And advanced ...

Male: Let me guess. Sunday morning from ten o'clock to twelve o'clock.

Female: Correct. Sunday. Ten to twelve. Advanced gymnastics.

Male: So, let's check that. Karate beginners – Saturday ten to twelve. Karate advanced – Sunday two to four. Tennis – advanced only – Sunday, from five to seven. Athletics, beginners only – Saturday two o'clock to four o'clock. And gymnastics, beginners – Saturday evening, five to seven. And advanced – Sunday from ten o'clock in the morning to twelve. Fine.

Unit 4 Lesson 1

25

Listen to two conversations. Where are the people in each of them? What are they doing?

Conversation 1

Man 1: Can you pass me a magazine, please?

Man 2: This one?

Man 1: Yeah. Thanks.

Man 2: How long have you been here?

Man 1: Half an hour. I came in just five minutes before you.

Man 2: Why do we always have to wait so long? They should know that we have to work too. I don't have time to sit here.

Man 1: No, I don't either. I came in here with an earache. Now I have a headache as well. What about you?

Man 2: Pain in my back. Sitting on chairs like these doesn't help. What is the doctor doing?

Man 1: Is it worth waiting? He'll give us pills and tell us to rest.



Conversation 2

Man: It's nice here, isn't it?
Woman: Yes, it's new. It's only been open a week.
Man: What's yours like?
Woman: Delicious. What did you order?
Man: The chicken with orange sauce.
Woman: It looks interesting.
Man: It's all right. Nothing fantastic.
Woman: Do you want some more water?
Man: Yes, please.
Woman: Waiter!

26

What's the score in a football match between Iraq and Bahrain? Listen to the radio.

Announcer: And now, sport. At the end of an exciting game at the new National Stadium, the score was Iraq 3, Bahrain 3.

27

Listen and check your answers.

Waiter: Are you ready to order now, sir?
Mr Andrews: Yes, we are. I'd like fried chicken with – er – rice, please.
Waiter: Salad?
Mr Andrews: Er – salad – do I want salad? Yes, please.
Waiter: Madam?
Mrs Andrews: Er, grilled fish, please. With fries. And I'll have salad too.
Waiter: Grilled fish, fries and salad. And dessert?
Mrs Andrews: Fruit salad, please.
Mr Andrews: And chocolate cake for me.
Waiter: One chocolate cake and one fruit salad. Anything to drink?
Mr Andrews: Apple juice, for me.
Mrs Andrews: And mineral water for me.
Waiter: Apple juice and mineral water. Thank you, madam, sir.

Unit 4 Lesson 3

28

Listen, then read these sentences aloud.

1. It's very hot today.
2. It was very hot and windy yesterday.
3. It was very hot and windy when we went to the beach last weekend.

29

Listen to these conversations. Then read them aloud.

Girl 1: How are you? You look tired.
Girl 2: I feel awful and I have a headache.
Girl 1: Have you been to the doctor?
Girl 2: No. I'll go this afternoon.
Man: Can I help you?
Boy: When do you have swimming lessons?
Man: Are you good at swimming?
Boy: No. I'm a beginner.
Man: The beginners' class is at ten o'clock on Saturday morning.

Unit 4 Lesson 5

30

Wendy is talking to her teacher. Listen and answer the first two questions.

Teacher: Come in, Wendy. Don't be shy. Sit down.
Wendy: Thank you.
Teacher: Now, what is it?
Wendy: Well – I can't sleep at night and I get headaches all the time.
Teacher: Are you worried about something? School? Exams?
Wendy: No, no. Nothing like that. I'm doing very well at school. And I never worry about exams. It's just that I can't sleep and then in the morning, I have a headache. Always. Every morning.
Teacher: Mm. Have you been to a doctor?
Wendy: No. My parents won't take me. They don't think I have a problem.
Teacher: Do you take any pills?
Wendy: No. When I take pills, I get a stomachache.
Teacher: I see. You get a stomachache. Er – what time do you eat in the evening?
Wendy: We have dinner at about 7.30 and then I have a glass of lemonade and a packet of crisps just before I go to bed. At about 10 o'clock.
Teacher: Ah. That's the problem. You shouldn't have lemonade or anything like that just before you go to bed. Have a glass of milk or some water. But no tea or coffee or lemonade. And no crisps. You'll sleep better.
Wendy: And the headaches?
Teacher: You say you're good at schoolwork.
Wendy: Yes.
Teacher: What about sports and games? Do you swim or play tennis?
Wendy: No. I don't like swimming or tennis.
Teacher: How do you come to school?
Wendy: I live about one kilometre away. My father brings me in his car.
Teacher: But that's not far! You should walk to school. And walk home. You have to take some exercise. If you do, I think you'll find that your headaches will go away.
Wendy: All right. I'll try. Thank you.

Unit 5 Lesson 2

31

Three people need information. Listen to their conversations and fill in the table.

Part 1

Ibrahim: Hi, Saeed.
Saeed: Hello, Ibrahim. I've got a problem.
Ibrahim: What's the problem?
Saeed: I want to go fishing tomorrow, but I don't know what the weather will be like.

Ibrahim: You should listen to the weather forecast on the radio.
Saeed: Oh, yes. Good idea.

Part 2

Maysam: Hi, Badria. I've got a problem.
Badria: What is it? Maybe I can help.
Maysam: I have to write about a famous Iraqi inventor for the magazine. Where can I find some information?
Badria: Use the internet.
Maysam: I've tried, but I can't find anything.
Badria: Go to the reference section in the library then. You'll probably find some information there.
Maysam: I'll do that. Thanks.

Part 3

Bilal: Hello, Bilal here.
Khalid: Hi, Bilal. This is Khalid. Let's go to the cinema tonight.
Bilal: Oh, fine, yes. What's on?
Khalid: Oh, I don't know what's on. I phoned the cinema, but there's no reply.
Bilal: Have you got a newspaper?
Khalid: A newspaper? Yes.
Bilal: Well, use it! Look at the 'What's on' section. You'll find the cinema listings there.
Khalid: Oh, OK. I'll call you back.

Unit 5 Lesson 7

32

Listen to Anas on the telephone. What does he do wrong?

Receptionist: Baghdad Medical Centre. How can I help you?
Anas: Ahhh, my stomach, my stomach!
Receptionist: Hold on. Hold on. Who's speaking please?
Anas: Oh. Yes. Um. Sorry. My name is Anas. And, it really hurts.
Receptionist: Excuse me, what are you talking about? What hurts?
Anas: Er, my stomach. I have a bad stomachache.
Receptionist: Oh, OK. Are you registered at the medical centre?
Anas: I don't know. I need to see a doctor.
Receptionist: What is your family name? I can check to see if you are registered.
Anas: (muffled) Abdullah.
Receptionist: I'm sorry. Could you repeat that please?
Anas: Abdullah. Anas Abdullah.
Receptionist: Can you spell that, please?
Anas: A-B-D-U-L-L-A-H.
Receptionist: OK. Yes, you are registered. How long has your stomach been hurting?
Anas: For days now. I can't remember. Since Tuesday? No, since Monday after my dinner.
Receptionist: OK. So, for 3 days?

Right, when can you come to see the doctor?

Anas: I can come any time. Well, actually, I can't come until my mum gets home so she can drive me.

Receptionist: And what time is that?

Anas: 4 o'clock.

Receptionist: OK. I have an appointment at 4.30. Would that be OK?

Anas: Yes, thank you. That would be great.

Receptionist: OK. We'll see you at 4.30.

Anas: Thanks, bye.

33

Now listen to the conversation after Anas has read Susan's advice.

Receptionist: Baghdad Medical Centre. How can I help you?

Anas: Hi. My name's Anas Abdullah. I need to book an appointment to see a doctor. I have a stomachache.

Receptionist: OK. Are you registered with us, Anas?

Anas: Yes, I've been before. My family name is Abdullah.

Receptionist: Could you spell that, please?

Anas: Yes, of course. A-B-D-U-L-L-A-H.

Receptionist: Thanks. How long have you had your stomachache?

Anas: Um, around 3 days now.

Receptionist: OK, you'd better come in today. When would you like an appointment?

Anas: Any time after 4, please?

Receptionist: I have an appointment at 4.30. Would that be OK?

Anas: Yes, thank you.

Receptionist: See you at 4.30.

Unit 5 Lesson 10

34 is the story on SB56.

Unit 5 Extra activities

35

Read the sentences. Listen to Noora and Zeena and write T for true and F for false.

Noora: Hi, Zeena!

Zeena: Oh, hello, Noora. Where are you going?

Noora: To the internet cafe.

Zeena: But you have a computer at home, don't you?

Noora: Yes, but it's broken. And I want to send an email today.

Zeena: Who are you sending an email to?

Noora: My friend, Helga – she lives in Germany. It's a great way of keeping in touch.

Zeena: Why don't you phone or send a text?

Noora: That would be quite expensive! It's much cheaper to send an email.

Zeena: Oh, yes, I see.

Noora: I want to tell Helga that we're going to Europe in the holiday, so I will be able to see her.

Zeena: Have you seen her before?
Noora: No, but we have been penfriends for a year. So now we'll meet at last. I'm really excited. Zeena, I have to go. See you later.
Zeena: Oh, right. Enjoy the internet cafe – and your holiday!

Unit 6 Lesson 1

36

A
A businesswoman works in an office and runs a business. She is very good at working with money.

B
A pilot flies a plane and takes people to different countries. He or she has to wear a uniform.

C
An architect plans and designs buildings. He or she works in an office.

D
A mechanic works in a workshop or a garage and repairs people's cars.

E
An engineer works outside or in an office. He or she designs, builds or repairs machines, roads and bridges.

F
A shop assistant works for a shopkeeper or shop owner. He or she helps customers, the people who want to buy things in the shop.

G
A firefighter's job is very dangerous. He or she puts out fires and saves people. A firefighter has to wear special clothes.

Unit 6 Lesson 2

37

Listen and check your answers.

Voice: Where do you work?
Nurse: I work at the Red Crescent Hospital.
Voice: Do you have to wear a uniform at work?
Nurse: Yes. I have to wear a uniform at work.
Voice: Do you like your job?
Nurse: Yes. I like my job very much.
Voice: How long do you have to work?
Nurse: Oh, I usually have to work ten hours a day.
Voice: Is it hard work?
Nurse: Yes. It's very hard work, but I like taking care of sick people.
Voice: How long did you have to study?
Nurse: I had to study for six years.
Voice: Do you want to be a doctor?
Nurse: No, I don't want to be a doctor. I love my job.
Voice: How many people do you see every day?
Nurse: Every day? Oh, I usually see about forty or fifty people every day.

Unit 6 Lesson 3

38

Listen to the story and check your answers.

Firefighter: When I arrived at the fire station yesterday morning, I checked my equipment as usual. We had our first call at ten o'clock. We were told

there was a fire in a supermarket in the middle of town. We drove through the streets as fast as possible. When we got there, the fire was burning strongly. The heat was terrible and some people were trapped inside. We had to get them out quickly. We got out our hoses and pointed them at the building. Twenty minutes later, the fire was out and we were able to go into the building. We saved all the people, but some had to go to hospital.

At two o'clock, we were called to an accident on the ring road. The police helped us get there very fast. One car was on fire and another was upside down on the road. Fortunately, the driver of the burning car was standing by the side of the road. However, the driver of the other car was trapped. We put the fire out quickly and got the second driver out. He was badly injured.

At the end of the day, I was tired and upset about the accident. But it's all in a day's work for a firefighter. We do our best.

Unit 6 Lesson 4

39

Listen to two games.

Part 1

Teacher: Good morning, class.
Class: Good morning, Miss Hadeel.
Teacher: Today you're going to play a game.
Class: *(Slight cheer)*
Teacher: The name of this game is 'What's my job?' and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job, but doesn't tell her partner. OK?
Class: Yes, Miss Hadeel.
Teacher: Student 2 has to try to find out what the job is. Student 2 can ask five questions – only five, no more. If you can find out the job with five questions or fewer, you get a point. If not – nothing. Right. You can begin. I'll listen.
Student 2: Have you thought of a job?
Student 1: Yes.
Student 2: Um – do you work inside?
Student 1: Sometimes.
Student 2: Do you work in an office?
Student 1: No.
Student 2: Do you make food for people?
Student 1: No.
Student 2: Do you help people?
Student 1: Yes.
Student 2: You're a doctor.
Student 1: Wrong. I'm a policewoman.

Part 2

Teacher: Good morning, class.
Class: Good morning, Mr Kareem.
Teacher: Right, everybody. Today I want you to play a game.
Class: *(Slight cheer)*
Teacher: The name of this game is 'What's my job?' and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job, but doesn't tell her partner. All right?
Class: Yes, Mr Kareem.
Teacher: Student 2 has to guess what the job is. Student 1

says five things about the job, and after each sentence Student 2 makes a guess. Remember – only five things, no more. If Student 2 can guess the job after hearing just five sentences or fewer, she gets a point. If not – nothing. Right. You can begin now. I'll listen.

Student 1: Right – I've thought of a job.
Student 2: Go on.
Student 1: I don't work in an office.
Student 2: You're a farmer.
Student 1: No. Next thing: I wear a uniform.
Student 2: You're an ambulance driver.
Student 1: No. Third sentence. I take people to other places.
Student 2: You're a – er – you're a bus driver.
Student 1: No. I have to speak English.
Student 2: You're a taxi driver!
Student 1: Wrong. Last sentence. I work at the airport.
Student 2: You're a pilot! Of course!
Student 1: Correct. Well done. Now it's your turn.

Unit 6 Lesson 5

40

Look at the timetable. Which days are these students talking about?

1

Boy 1: Now, what do I have after the break? Science, information technology – double lesson. Oh no! Aha! Sport in the afternoon! That's better! *(Pause)*

2

Girl 1: What's this afternoon? Home economics! Oh dear! I've forgotten to bring any flour! *(Pause)*

3

Boy 2: When's PE today? After geography and before RE. *(Pause)*

4

Girl 2: What's the last lesson today? Geography. Oh dear! I haven't done my homework. *(Pause)*

5

Boy 3: Let's see. First lesson – history, then mathematics. And RE and science in the afternoon. That'll be tiring. *(Pause)*

6

Girl 3: When's French today? Ah! Just before lunch. That's good. *(Pause)*

7

Boy 4: Right – what's next? Art. And then home!

Unit 6 Lesson 10

41 ***is the story on SB71.***

Unit 6 Extra activities

42

Listen to these boys and girls talking about what they are going to be. Circle the job each person is going to do.

1

Girl 1: At school, my best subjects are English and Arabic. I'm also learning French. I'm going to try to get a job in a newspaper office. They always need help with reports from other countries.

2

Boy 1: When I leave school, I'm going to work in my father's restaurant for a year. I really like working in the kitchen making delicious food for people. Then I'm going to go to college to train. Perhaps one day I'll have my own restaurant.

3

Boy 2: My best school subject is mathematics, but I also like geography. I really want to visit other countries. In the evenings, I often go to the airport and watch the planes. As I watch them, I think, 'One day I'm going to fly one of those!'

4

Girl 2: After school, I'm going to go to training college. My favourite subject is history – I just love it and I want to tell other students about it later. I'm very patient, so I won't get angry if my students aren't interested in it at first. I'll just have to make my lessons more interesting.

5

Boy 3: My favourite subject at school is science. And I'll need it in the job I'm going to do. I've always liked animals and I don't like seeing an animal sick or in pain. I want to help make it better. First I have to go to university, though.

6

Girl 3: At school, I'm quite good at Arabic and IT – you know, working with computers. After school, I'm going to go to college and then get a job in an office – writing letters, answering the phone, talking to visitors – all those things.

Unit 7 Lesson 2

43 ***is the conversation on SB73.***

44

Voice: something
advertise
everyone
playground
headmistress

45

What are the three girls going to bring to the bring-and-buy sale? Listen and write notes.

Part 1

Suhad: Hello, Sara. I hear there's going to be a bring-and-buy sale.

Sara: Yes. That's right.
Suhad: Well, I'll bring a camera.
Sara: A camera? Isn't that a bit …
Suhad: It's all right. I've just got a new one, but the old one still works.
Sara: That's great! Thank you, Suhad.
Suhad: When's the sale?
Sara: On Monday at four o'clock.
Suhad: Fine. See you then.

Part 2

Wisal: Hi, Sara. I heard about the bring-and-buy sale. I think it's a great idea.
Sara: Thank you, Wisal.
Wisal: I'd like to help. I've got lots of books. I'll bring the ones I've read.
Sara: That's wonderful. People always buy books.
Wisal: When do you want them?
Sara: Oh, just before the sale, please.
Wisal: When is it?
Sara: On Monday at four o'clock.
Wisal: All right. I'll bring them at quarter to four.
Sara: Fine. Thanks very much.

Part 3

Widad: Hello, Sara. I hear you need some things for the bring-and-buy sale.
Sara: Yes, we do, Widad.
Widad: Well, I think I can help.
Sara: Oh, good!
Widad: I have a lovely doll, but I don't play with it any more.
Sara: A doll will be lovely. There's sure to be a child who'll want it.
Widad: That's what I thought. Shall I take it to your house?
Sara: No, thanks. Just bring it to the playground, please. At about quarter to four.
Widad: All right. Bye for now.
Sara: Bye, Widad.

Unit 7 Lesson 6

46

Listen and check your answers.

Voice: 1f, 2c, 3i, 4a, 5k, 6e, 7g, 8b, 9d, 10j, 11h

47

Now listen to the story.

The Carter family bought a new TV. They put the empty box outside to be collected. Later, the Carters' cat wanted to come inside because it was raining. Nobody opened the window for the cat, so it went into the box.

When some men came to collect the rubbish next morning, they put the box into their truck. They drove the truck to the recycling plant and emptied it. A man who was working at the recycling plant heard a sound: 'Miaow! Miaow!'

'Puss! Where are you, puss?' he called. He found the box, opened it, and the cat jumped out. It raced away. Like all cats, it was able to find its way home. It reached the house and sat outside. 'Miaow! Miaow!' Somebody opened the door and the cat ran inside.

48

Listen to three conversations.

Picture 1

Father: Tamara! You haven't finished!

Tamara: Yes, I have, Dad.

Father: No, you haven't. Just look at all that food on your plate.

Tamara: I can't eat it. I took too much.

Father: That's so wasteful, Tamara. People around the world are hungry. Think of them next time.

Picture 2

Mother: James, you're wasting water.

James: No, I'm not. I'm brushing my teeth.

Mother: But you don't need to keep the water running all the time. It's very wasteful.

James: But we have plenty of water.

Mother: Yes, we have now, but we may not always have plenty. Turn the tap off.

Picture 3

Nasser: Oh, welcome, Kamal. Come in.

Kamal: Nasser, I thought your house was on fire!

Nasser: On fire! Why?

Kamal: There are lights blazing everywhere!

Nasser: Yes, isn't it lovely?

Kamal: No, I don't think it is. I think it's terrible to waste electricity like this. You should switch most of them off. Waste not, want not, remember?

Unit 7 Lesson 10

49 ***is the story on SB82.***

Unit 7 Extra activities

50

Listen to some boys and answer the questions. Write notes.

Yassir: Phew! I'm hot. That was a long walk. Let's sit down and have something to drink.

Jamal: Good idea! Do you want a bottle of water or a can of cola? *(Pause)* Yassir! You aren't listening. What's wrong?

Yassir: Just look at that, Jamal!

Jamal: What?

Yassir: All that rubbish lying around on the beach.

Jamal: Hm, yes. Some litter louts must have been on the beach.

Yassir: It's horrible. We must do something.

Jamal: Do something? What can we do?

Yassir: Pick it up.

Jamal: You're joking! Why should we pick it up? We didn't put it there.

Yassir: I know, but if we don't do something, who will? Come on, Jamal. You know we've all been asked to try to keep our country clean. Here's your chance.

Jamal: Oh! Well! All right!

Yassir: Good! You collect bottles and cans. I'll collect paper.

Jamal: What do I collect them in?

Yassir: There are plenty of plastic bags lying around. Use some of them.

Jamal: I thought you were thirsty, Yassir. What about that drink you wanted?

Yassir: I'll have it later. I'll be even thirstier after picking up this lot.

Jamal: Well, I'm having some water now and when I've finished.

Yassir: *(Laughing)* Okay, Jamal! Have some water and cheer up! Don't be so grumpy. You'll feel fantastic when you've finished!

Jamal: Hm, maybe. But I came to the beach to enjoy myself, not to work.

Unit 8 Lesson 1

51

Listen to these conversations.

Part 1

What did Susan get wrong?

Susan: Hello, this is Susan. Can I speak to Liz, please?

Woman: Liz! There's nobody here called Liz.

Susan: What? She must be there. She gave me her number and told me to phone at six o'clock. It's very important. I have to …

Woman: Hold on, hold on! I've told you, there's nobody …

Susan: But she gave me this number – 432147 – and I wrote it down.

Woman: Well, I'm afraid you wrote down the wrong number. 432147 is my number and I'm not Liz. I can't help you. Goodbye.

Susan: But … Oh, dear! Now what can I do?

Part 2

What did Jalal get wrong?

Jalal: There's nobody at home. What can I do?

Taxi driver: Ring the bell again.

Jalal: I rang it and rang it. The house is completely dark.

Taxi driver: There must be somebody there. You've come to stay with them for a holiday, you told me.

Jalal: Yes, I have.

Taxi driver: Are you sure this is the correct address – 24 West Street?

Jalal: Of course it is. My friend Dave phoned me and I wrote it down on this piece of paper.

Taxi driver: Perhaps it's the wrong number. Or perhaps its West Road – or Drive, or …

Jalal: What can I do? I don't know anyone else in England!

Taxi driver: Well, let's see. You can …

Part 3

What did Jane Smith get wrong?

Receptionist: Can I help you?

Jane: Oh, yes. My name's Jane Smith. I have an interview at four o'clock. With Miss Brown.

Receptionist: I don't think so, Miss Smith.
Jane: What do you mean?
Receptionist: I don't think you have an interview with Miss Brown at four o'clock.
Jane: But I have! It's about a job as a secretary.
Receptionist: Yes, Miss Brown was looking for a new secretary. And she's found one, I'm pleased to say.
Jane: She can't do that! What about my interview? I want that job. I'm a really good secretary. I'm ...
Receptionist: Miss Smith. Please calm down. It's true, you did have an interview. But it was yesterday. You didn't come for it.
Jane: It wasn't yesterday. It's today.
Receptionist: I'm afraid you're wrong. Look at my diary. I phoned you and told you the day and the time. You said it was all right.
Jane: Oh, dear! I must have written it down on the wrong day!

Unit 8 Lesson 2

52

Listen and read.

Part 1

Female: I went to a new restaurant last night, but it was awful. The food was bad and the waiters were very slow. Worst of all, they weren't even polite.

Part 2

Male: I went to a new restaurant last night and it was fantastic! The food was delicious and the waiters were really good. They were helpful and friendly.

53

A game:* Going on holiday. *Listen and read.

Person A: I'm going to take two pairs of shoes.
Person B: I'm going to take two pairs of shoes and three shirts.
Person C: I'm going to take two pairs of shoes, three shirts and a camera.
Person D: I'm going to take two pairs of shoes, three shirts, a camera and a book.
Person E: I'm going to take two pairs of shoes, three shirts, a camera and a bar of chocolate.
Person F: You forgot book, so we have to start again.

Unit 8 Lesson 5

54

Listen to the news on the radio and answer the questions.

Newsreader: And now for some local news. A house in Castle Street was ruined by fire last night. Today, firefighters are trying to find out how it started. The fire started late last night. Mrs Sarah Brown and her two children, Ann, five, and

Kate, three, were asleep upstairs. Mr Brown works at night, so he was not in the house when the fire broke out. Our reporter spoke to one of the Browns' neighbours, Mr Sam White.

Sam: I was coming home late – about midnight. As soon as I got out of my car, I smelled smoke. Then I saw it was coming from under the door of number 14, the Browns' house. I ran towards the house. Oh, and I used my mobile phone to call the firefighters. I couldn't open the front door, so I started shouting: 'Fire! Fire!' Then Mrs Brown appeared at an upstairs window. She was shouting, 'Help! Help! I can't get to my girls.' I told her to jump, but she shouted: 'No, no! Not without the girls!' The firefighters arrived at that moment – just minutes after my call.

Newsreader: One of the firefighters spoke to our reporter.

Firefighter: We got up to Mrs Brown from outside the house, but of course she didn't want to leave her children. 'They're in their bedroom at the back of the house,' she said, 'but I can't open my bedroom door to get to them. Break it down, quickly, please, please!' 'If you go through that door,' I shouted, 'you'll die. The heat and smoke will kill you. We have special equipment. You must leave now and let us get on with our job.'

Newsreader: The firefighters were able to get Mrs Brown out quite quickly. And they found the two girls, not in their bedroom, but in the bathroom. That probably saved their lives. They had to be taken to hospital. Their mother is also in hospital, but she will be able to leave later today. The girls will be there for some time.

Key words

(n) = noun *(v)* = verb *(adj)* = adjective

Put each word in a sentence of your own, to help you remember it.

Unit 1

adventure ______________________

advertisement ______________________

advice ______________________

afraid ______________________

article ______________________

ballooning ______________________

camp *(n)* ______________________

camp *(v)* ______________________

campfire ______________________

cartoon ______________________

climbing ______________________

confident ______________________

cover ______________________

die *(v)* ______________________

dislike ______________________

edit ______________________

editor ______________________

embarrassed ______________________

embarrassing ______________________

enjoy ______________________

favourite ______________________

hobby ______________________

horse-riding ______________________

impolite ______________________

interview *(n)* ______________________

interview *(v)* ______________________

joke *(n)* ______________________

like *(v)* ______________________

magazine ______________________

moment ______________________

news ______________________

photograph ______________________

photographer ______________________

poetry ______________________

polite ______________________

print *(v)* ______________________

printer ______________________

problem ______________________

report ______________________

reporter ______________________

ring road ______________________

scuba diving ______________________

section ______________________

shy ______________________

stammer *(v)* ______________________

well-known ______________________

windsurfing ______________________

work *(n)* ______________________

work *(v)* ______________________

youth ______________________

Unit 2

accident ______________________

ache *(n)* ______________________

ache *(v)* ______________________

baked ______________________

beef ______________________

card ______________________

cheer up ______________________

curry ______________________

draft *(n)* ______________________

earache ______________________

exercise *(n)* ____________________

fat *(n)* ____________________

fault *(n)* ____________________

fit ____________________

fitness ____________________

form *(n)* ____________________

fried ____________________

fruit ____________________

get well ____________________

grilled ____________________

headache ____________________

healthy ____________________

hurt ____________________

lamb ____________________

letter ____________________

mark *(n)* ____________________

miss someone *(v)* ____________________

pain *(v)* ____________________

regularly ____________________

salt ____________________

stomach ____________________

stomachache ____________________

sugar

surprised

tired

tooth

toothache

unfit

unhealthy

unusual

Unit 3

advanced

against

athletics

basketball

beat *(v)*

beginner

book *(v)*

compete

competition

competitor

confidence

confident

final *(n)* ________________________________

football ________________________________

gymnastics ________________________________

health ________________________________

high jump ________________________________

judo ________________________________

karate ________________________________

lose to ________________________________

medal ________________________________

message ________________________________

performance ________________________________

point (twelve ~ five seconds) ________________________________

point (win a ~) ________________________________

practice *(n)* ________________________________

practise *(v)* ________________________________

result ________________________________

rule *(n)* ________________________________

sailing ________________________________

score *(n)* ________________________________

score *(v)* ________________________________

shy ________________________________

sport ____________________

sports centre ____________________

strong ____________________

successful ____________________

swimming ____________________

tennis ____________________

timetable *(n)* ____________________

train *(v)* ____________________

volleyball ____________________

weak ____________________

win ____________________

world record ____________________

Unit 5

abbreviation ____________________

access *(v)* ____________________

advantage ____________________

alphabetical order ____________________

definition ____________________

dictionary ____________________

disadvantage ____________________

distance ____________________

email *(n)* ____________________

first ____________________

information ____________________

information desk ____________________

insert ____________________

internet cafe ____________________

invent ____________________

invention ____________________

inventor ____________________

landline ____________________

library ____________________

meaning ____________________

mobile phone ____________________

newspaper ____________________

phone mast ____________________

radio ____________________

radio waves ____________________

read ____________________

receive ____________________

reference section ____________________

reliable ____________________

sell ____________________

send

signal *(n)*

smartphone

telephone

telephone wires

television

useful

write

Unit 6

architect

art

astronaut

biology

businesswoman

career

carpenter

clever

college

dentist

doctor

engineer

English ______________________________

exam (examination) ______________________________

fail ______________________________

fire station ______________________________

firefighter ______________________________

French ______________________________

friendly ______________________________

geography ______________________________

hard-working ______________________________

history ______________________________

home economics ______________________________

hospital ______________________________

IT (information
technology) ______________________________

maths (mathematics) ______________________________

mechanic ______________________________

music ______________________________

office ______________________________

office manager ______________________________

pass ______________________________

patient *(adj)* ______________________________

patient *(n)* ______________________________

PE (physical education) ______________________________

headline ______________________

heat *(n)* ______________________

hunt *(n)* ______________________

ibex ______________________

ice cap ______________________

litter *(n)* ______________________

litter *(v)* ______________________

marsh ______________________

may *(v)* ______________________

melt ______________________

might *(v)* ______________________

moving desert ______________________

must ______________________

pollute ______________________

pollution ______________________

protect ______________________

rise ______________________

river ______________________

rubbish ______________________

rubbish tip ______________________

scientist ______________________

sea ______________________

sea level ______

sewage ______

should ______

snow leopard ______

society ______

throw away *(v)* ______

tiger ______

ton ______

truck ______

volunteer *(n)* ______

waste *(n)* ______

wasteful ______

wetlands ______

wildlife ______

workman ______

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IRQ15 SB 2ndI

Components of *English for Iraq, 2nd Intermediate*

- Student's Book
- Activity Book
- Teacher's Book
- Audio

English for Iraq, 2nd Intermediate is organized into six theme-based learning units and two review units. With a combined functional/structural syllabus, the emphasis is on giving the learners useful strategies for developing language skills. Nevertheless, structures and exponents of function are highlighted in the **Student's Book** and practised in the **Activity Book**. A list of key words for each unit is printed at the back of both books.

The course is designed to stimulate and challenge students through:

- a wide variety of semi-authentic text types
- modern, colourful illustrations and photographs
- clear instructions to the learner
- language-learning tips
- project work
- communicative tasks
- stories, poems and rhymes to be read for both comprehension and enjoyment

The **Teacher's Book** contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation.

The **Audio** extracts comprise recordings of all the listening texts, exercises and phonic work in the Student's Book and Activity Book.

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